

GRADE

K

ReadyGEN 

# Teacher's Guide



PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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**PEARSON**

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# Learning Resources

## TRADE BOOKS

- 12 full-length, authentic trade books
- Balance of literary and informational texts



## TEXT COLLECTION

- A collection of texts that offer students an opportunity to continue exploring the unit topic through a variety of genres—poems, biographies, and more
- Big Books at Kindergarten and Grade 1, Unit 1



## TEACHER'S GUIDE

- One volume per unit
- 6 volumes, Grades K–2
- 4 volumes, Grades 3–5





## IMPLEMENTATION GUIDE

- Tips for successful implementation
- Annotated lessons
- Common Core Standards correlations
- Classroom management suggestions



## SCAFFOLDED STRATEGIES HANDBOOK

- Scaffolded strategies to unlock text, writing, and performance-based assessments
- Activities and routines to support reading, writing, and vocabulary acquisition
- Support for English Language Learners, struggling readers, and accelerated learners



## ASSESSMENT BOOK TEACHER'S MANUAL

- ReadyGEN Assessment Overview
- Baseline Assessment
- End-of-Unit Assessments
- Answer key, rubrics, and reproducibles
- Individual student assessment resource also available

# Learning Resources

## SLEUTH

- Short texts for close-reading practice
- Close-reading routine follows Super Sleuth Steps:  
Look for Clues,  
Ask Questions,  
Make Your Case,  
Prove It!
- Performance tasks to demonstrate comprehension
- Kindergarten Sleuth selections are found in the Teacher's Guide



## READER'S AND WRITER'S JOURNAL

- Reading and writing response opportunities
- Practice for vocabulary
- Hands-on, close-reading practice



## READER'S AND WRITER'S JOURNAL TEACHER'S GUIDE

- Answer key for the student journal

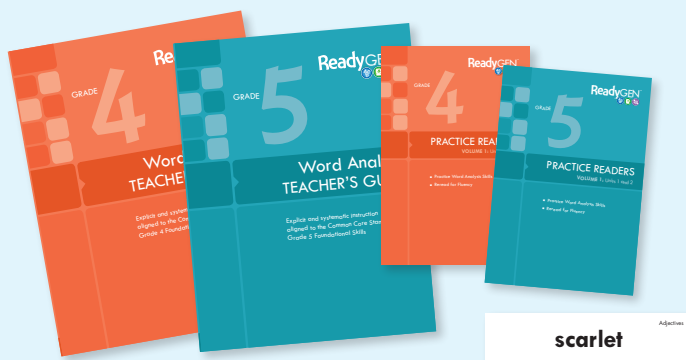






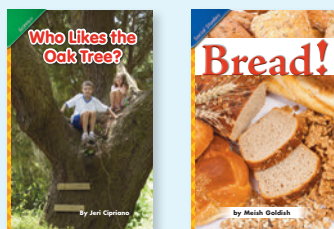
### PHONICS KIT, K–3

- Explicit and systematic instruction of foundational skills
- Supported by a collection of readers and interactive tools



### WORD ANALYSIS KIT, 4–5

- Explicit and systematic instruction of foundational skills
- Supported by a collection of readers and interactive tools



### LEVELED TEXT LIBRARY

- 60 titles per grade
- Topically related to unit concepts
- Wide range of reading levels to ramp up reading



### DIGITAL

- Online access to student and teacher resources on computers and mobile devices
- Flexible classroom management tools
- Ability to search content by keyword or standard
- Interactive student journals

# Comprehensive Literacy Workshop

## Reading

### 1 WHOLE GROUP 30–40 minutes

#### READING

- **Read the Text**
- **Focused Reading Instruction**
  - Close Reading
  - Generative Vocabulary Instruction
  - Text-Based Conversation
  - Language and Reading Analysis

#### • Independent Reading

#### • Reading Wrap-Up

#### PHONICS AND WORD ANALYSIS

- **Explicit and Systematic Instruction**

### 2 SMALL GROUP 30–40 minutes

#### TEACHER-LED INSTRUCTION

#### • Reading

#### (Anchor and Supporting Texts)

- Scaffolded Support for:
  - Close Reading
  - Oral Reading
- Language and Reading Analysis

#### INDEPENDENT READING

#### • Topically Connected Texts

- Students interact with grade-level text
- Leveled Text Library
- Suggested titles included in Teacher's Guide

#### TEXT CLUBS

#### • Topically Connected Texts

- Suggestions for book talks

#### PHONICS AND WORD ANALYSIS

- **Explicit and Systematic Instruction**

## SCAFFOLDED INSTRUCTION

The Scaffolded Strategies Handbook works in tandem with your *ReadyGEN* Teacher's Guide to provide a comprehensive system of scaffolded instruction, useful strategies, and practical routines that will guide you in supporting the needs of all students. The Scaffolded Strategies Handbook provides explicit support in unlocking each *ReadyGEN* text, writing task, and performance-based assessment.



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## Writing

**WHOLE GROUP** 30–40 minutes

### WRITING

- **Focused Writing Instruction**
  - Conventions
- **Instruction for Mode of Writing**
  - Narrative
  - Informative/Explanatory
  - Opinion
- **Writing Process**
- **Writing Practice**
- **Writing Wrap-Up**

## Performance-Based Assessment



# What Are My Students Reading?

TEACHER RESOURCES • TEXT COMPLEXITY RUBRICS

**Text Complexity Rubric**

Text Complexity Measure

Use this rubric to determine how well the text complexity of the *Ray White Green Book* aligns with the Common Core Standards.

QUANTITATIVE MEASURES	
LEVEL	ACTFL
AVERAGE SENTENCE LENGTH	18.25
WORD FREQUENCY	3.65
PAGE COUNT	92

QUALITATIVE MEASURES	
LEVELS OF MEANING	Integrated and just with surface frame
STRUCTURE	Series of small segments with informational
LANGUAGE CONVENTIONALITY AND CLARITY	Integrated use of French words; extended
TOPIC AND KNOWLEDGE DEMANDS	Basic knowledge of scientific method




**READING AND TASK SUGGESTIONS**

PREPARING TO READ THE TEXT	LEVELLED TASKS
Discuss how the scientific method is used to	Discuss the scientific method.
Describe how knowledge	

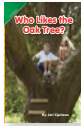

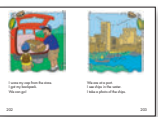

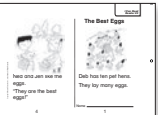
Unit 1 • Text Complexity Rubric 1007



The Common Core Standards provide a three-part model to gauge how complex a particular text is to read. *ReadyGEN* provides these rubrics for all core selections to identify potential stumbling blocks in texts and to provide support in clearing those obstacles.

TEXT	LEVEL	INSTRUCTIONAL PURPOSE
<b>Trade Books</b> 	Grade level	Students and teachers engage in multiple close readings of and discussions about <i>ReadyGEN's</i> full-length, authentic literary and informational texts.
<b>Text Collection</b> 	On or above grade level	Students and teachers engage in multiple close readings of and discussions about <i>ReadyGEN's</i> shorter pieces of authentic text.
<b>Sleuth</b> 	Grade level	During Small Group, students read short selections to sharpen their close-reading skills; they look for clues, ask questions, make their case, and prove it.
<b>Independent Reading</b>	Text appropriate to student reading level	Students select books and practice reading independently with "just right" text.

*ReadyGEN*'s texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with complex grade-level texts. *ReadyGEN*'s overall progression of complexity of text, within and across grades, facilitates students' learning of academic vocabulary, close reading, and foundational skills, and further deepens content knowledge and comprehension.

TEXT	LEVEL	INSTRUCTIONAL PURPOSE
<b>Leveled Text Library</b> 	Text appropriate to student reading level	Students select topically related readers for extra reading practice at their own reading level.
<b>Kindergarten Student Reader</b> 	Text appropriate to student reading level	Students practice phonics skills and reread for fluency.
<b>Decodable Readers (Grades 1–3)</b> 	Text appropriate to phonics skills	Students practice phonics skills and reread for fluency.
<b>Practice Readers (Grades 4–5)</b> 	Text appropriate to word analysis skills	Students practice word analysis skills and reread for fluency.
<b>Kindergarten I Can Read selections</b> 	Text appropriate to student reading level	Additional text for students to practice reading



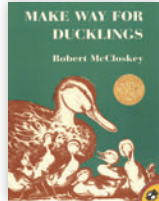
## UNIT 1

# Living Together: This Is Home



<b>MODULE A</b>	<b>Common Core Lesson Launch</b>	<b>1–11</b>
Lessons 1–13		12–141
Performance-Based Assessment (Narrative)		142–149

### TEXT SET



**ANCHOR TEXT**  
*Make Way for Ducklings*



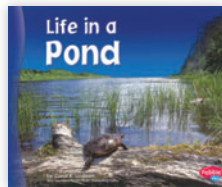
**SUPPORTING TEXT**  
*A House for Hermit Crab*



**SLEUTH**  
“Riding Mr. Frank’s Bus”  
“Gadget Is Gone!”

<b>MODULE B</b>	<b>Common Core Lesson Launch</b>	<b>150–161</b>
Lessons 1–12		162–281
Performance-Based Assessment (Informational/Explanatory)		282–289

### TEXT SET



**ANCHOR TEXT**  
*Life in a Pond*



**SUPPORTING TEXT**  
*A Bed for the Winter*



**SLEUTH**  
“Mr. Squirrel”

<b>UNIT 1</b>	<b>Common Core Teacher Resources</b>	
Routines		TR6–TR53
Graphic Organizers		TR54–TR68
Text Complexity Rubrics		TR70–TR73
Leveled Text Instructional Plans		TR77–TR86

## Assessment

*ReadyGEN* provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core Learning Standards.

### FORMATIVE ASSESSMENT

#### MONITOR PROGRESS

If . . . students struggle to explain how a character's actions contribute to a story's events,  
then . . . use the Reading Analysis support below.

If . . . students need extra support to understand the story,  
then . . . use the Close Reading support below.

#### MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

#### Independent Writing Practice

**FORMATIVE ASSESSMENT** Have students write a paragraph in their *Reader's and Writer's Journal*, p. 29, that shares their opinion about what makes Nell Fossey a great decision maker. Have them:

1. Pick one decision Nell makes.
2. Write about how this decision helps the story.
3. Write about why this decision makes Nell a great decision maker.

Refer students to models in the text as a guide to use as they write their paragraphs.



#### FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.



## PERFORMANCE-BASED WRITING ASSESSMENT

### Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

#### UNIT 1 • MODULE A **Comings and Goings: Home**

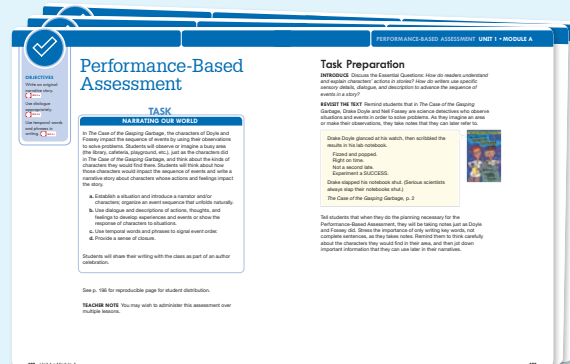
**TASK:** Children will choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event around an animal coming and going from its home.

Children will present their stories to the class or in small groups. The stories can be recorded and shared with others.

#### UNIT 1 • MODULE B **A Special Home**

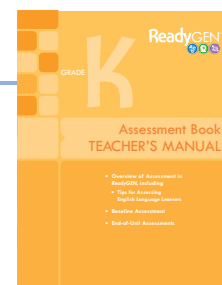
**TASK:** Children will select one animal or plant from *Life in a Pond* or *A Bed for the Winter* and explain which home is best. Children will use a combination of drawing, writing, and dictating to explain why this home would be best.

Children will share their "Special Home" project with peers and share at least one idea and ask or answer one question about the work.



## END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on each child's progress and inform your instruction.



# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Ideas

- Home
- Environments

### Enduring Understandings

- **Readers** understand that there is a relationship between illustrations and words.
- **Writers** understand that pictures and words in a sequence help tell a story.
- **Learners** understand that home is an important concept to all living species.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How can retelling help **readers** understand stories?

How can **writers** use both illustrations and words to tell a story?

### MODULE GOALS

**Readers** will identify characters, settings, and major events in stories.

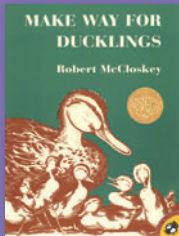
**Writers** will be able to identify characters, setting, and major events in their own writing using a combination of drawing, dictating, and writing.

**EXPLORE CONTENT** **Learners** will recognize the importance of “home” to every living thing.



## Text Set

### ANCHOR TEXT



*Make Way for Ducklings*  
**AD630L**  
**Literary Text**

### SUPPORTING TEXT



*A House for Hermit Crab*  
**480L**  
**Literary Text**

### SLEUTH



“Riding Mr. Frank’s Bus”  
“Gadget Is Gone!”



## PERFORMANCE-BASED WRITING ASSESSMENT

### COMINGS AND GOINGS: HOME

Children will choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event around an animal coming and going from its home.

Children will present their stories to the class or in small groups. The stories can be recorded and shared with others.

### TARGET STANDARD



**Common Core Learning Standard W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

# Vocabulary to Unlock Text

## Generative Vocabulary

*ReadyGEN* provides systems for understanding how words work. Teach **generative vocabulary** as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to [www.PearsonSchool.com/NYCReadyGEN](http://www.PearsonSchool.com/NYCReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

**BENCHMARK VOCABULARY** Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

**BY-THE-WAY WORDS** By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

**Generative Vocabulary in Speaking and Writing** Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

## ANCHOR TEXT *Make Way for Ducklings*

**Literary Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
island	isle, islet	atoll, peninsula	<i>Setting</i>
ducks			<i>Character</i>
peanuts			<i>Plot</i>
waddled	wade, waddler	shuffled, toddled, wobbled	<i>Actions or Movement</i>
flapped	unflappable	fluttered, waved	<i>Actions or Movement</i>
build	building	assemble, make, construct	<i>Actions or Movement</i>
cozy		snug, small, warm	<i>Setting</i>
quacked		squawked	<i>Communication</i>
waded	waders, wading	bathed, paddled, swam	<i>Actions or Movement</i>
satisfied	sated, satisfaction	contented, happy	<i>Big Ideas</i>
marching		parading, patrolling, stepping	<i>Actions or Movement</i>
tumbled	stumbled	fell, tripped	<i>Actions or Movement</i>
rushed		dashed, hurried, ran	<i>Actions or Movement</i>
beckoned		summoned, called	<i>Actions or Movement</i>

# Vocabulary to Unlock Text

## SUPPORTING TEXT *A House for Hermit Crab*

**Literary Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

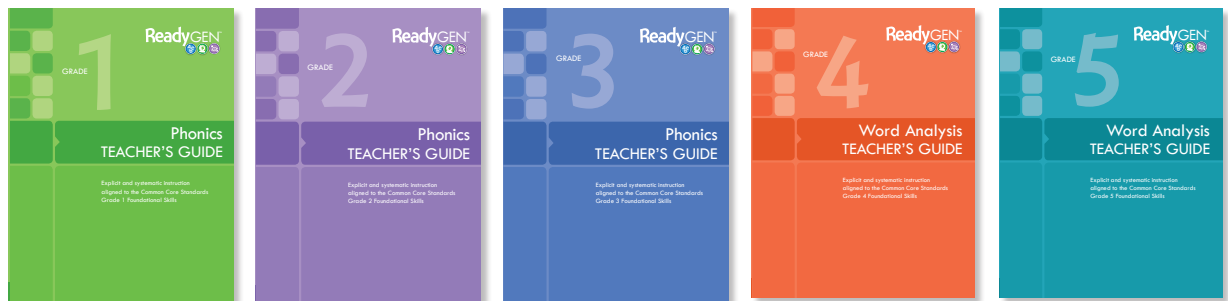
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
<b>snug</b>	snugly, snuggle	comfortable, close, sheltered	<i>Big Ideas</i>
<b>frightening</b>	fright, frightful	alarming, scary, terrifying	<i>Emotion</i>
<b>wiggling</b>	wiggle	squirming, twitching, wagging	<i>Actions or Movement</i>
<b>wagging</b>	wag, waggle	bobbling, jiggling, wiggling	<i>Actions or Movement</i>
<b>swayed</b>		swung, waved	<i>Actions or Movement</i>
<b>flock</b>		brood, gaggle, collection	<i>Character</i>
<b>prickly</b>	pricklier	pointy, spiny, spiky	<i>Character</i>
<b>fierce</b>	fiercely	ferocious, strong	<i>Emotion</i>
<b>darting</b>	dart	dashing, flitting, scurrying	<i>Actions or Movement</i>
<b>grazed</b>	grazer	ate, foraged, nibbled	<i>Actions or Movement</i>

## Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.





## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide, pp. 12–21*

**READ Trade Book** Read the entire book.

*Make Way for Ducklings*

**READING FOCUS** Writers understand that pictures and words in a sequence help tell a story.

**WRITING FOCUS** Describe an animal.

#### LESSON 2

*Teacher's Guide, pp. 22–31*

**READ Trade Book** pp. 4–17

*Make Way for Ducklings*

**READING FOCUS** Readers understand that there is a relationship between illustrations and words.

**WRITING FOCUS** Describe a character.

#### LESSON 6

*Teacher's Guide, pp. 62–71*

**READ Trade Book** pp. 28–41

*Make Way for Ducklings*

**READING FOCUS** Readers understand that there is a relationship between illustrations and words.

**WRITING FOCUS** Add details.

#### LESSON 7

*Teacher's Guide, pp. 72–81*

**READ Trade Book** pp. 42–67

*Make Way for Ducklings*

**READING FOCUS** Writers understand that pictures and words in a sequence help tell a story.

**WRITING FOCUS** Tell the elements of a story.

#### LESSON 11

*Teacher's Guide, pp. 112–121*

**READ Text Collection** pp. 20–32

*A House for Hermit Crab*

**READING FOCUS** Readers understand that there is a relationship between illustrations and words.

**WRITING FOCUS** Tell a character's reaction.

#### LESSON 12

*Teacher's Guide, pp. 122–131*

#### COMPARE

- *Make Way for Ducklings*
- *A House for Hermit Crab*

**READING FOCUS** Learners understand that home is an important concept to all living species.

**WRITING FOCUS** Describe story details.

# Living Together: This Is Home

## LESSON 3

*Teacher's Guide*, pp. 32–41

**READ Trade Book** pp. 6–11

*Make Way for Ducklings*

**READING FOCUS** Readers understand that there is a relationship between illustrations and words.

**WRITING FOCUS** Describe a setting.

## LESSON 4

*Teacher's Guide*, pp. 42–51

**READ Trade Book** pp. 15–25

*Make Way for Ducklings*

**READING FOCUS** Learners understand that home is an important concept to all living species.

**WRITING FOCUS** Describe an event.

## LESSON 5

*Teacher's Guide*, pp. 52–61

**READ Trade Book** pp. 18–27

*Make Way for Ducklings*

**READING FOCUS** Writers understand that pictures and words in a sequence help tell a story.

**WRITING FOCUS** Tell events in order.

## LESSON 8

*Teacher's Guide*, pp. 82–91

**READ Trade Book** pp. 44–51

*Make Way for Ducklings*

**READING FOCUS** Readers understand that there is a relationship between illustrations and words.

**WRITING FOCUS** Describe a character.

## LESSON 9

*Teacher's Guide*, pp. 92–101

**READ Text Collection** Read the entire story.

*A House for Hermit Crab*

**READING FOCUS** Writers understand that pictures and words in a sequence help tell a story.

**WRITING FOCUS** Tell an opinion.

## LESSON 10

*Teacher's Guide*, pp. 102–111

**READ Text Collection** pp. 6–19

*A House for Hermit Crab*

**READING FOCUS** Writers understand that pictures and words in a sequence help tell a story.

**WRITING FOCUS** Tell the details of an event.

## LESSON 13

*Teacher's Guide*, pp. 132–141

### COMPARE

- *Make Way for Ducklings*
- *A House for Hermit Crab*

**READING FOCUS** Learners understand that home is an important concept to all living species.

**WRITING FOCUS** Tell an opinion.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide*, pp. 142–149

### TASK: COMINGS AND GOINGS: HOME

Children will choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event around an animal coming and going from its home.

Children will present their stories to the class or in small groups. The stories can be recorded and shared with others.

# Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts that is listed on the opposite page to read independently or select a different text based on children's interests or your own observations of children's needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? What is the setting of the story?

#### CRAFT AND STRUCTURE

- What questions can you ask about unknown words? Where can you find the answers to your questions?
- How do you know this text is a story? What can you tell about the structure of the story?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the characters, settings, and events?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What questions can you ask about key details? Where can you find the answers to your questions?
- How are the individuals, events, ideas, or pieces of information in the text connected to each other?

#### CRAFT AND STRUCTURE

- What questions can you ask about unknown words? Where can you find the answers to your questions?
- How do the author and illustrator help tell the ideas or information in the text?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR26–TR29.

## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

**See the Text Club Routine on pp. TR30–TR33.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that there is a relationship between illustrations and words*. As you build your Text Club library, consider using the texts below.

### ***Are You My Mother?***

by P.D. Eastman  
Literary Text  
Lexile 80L

### ***Little Bear***

by Else Holmelund  
Minarik  
Literary Text  
Lexile 370L

### ***What Lives in a Shell?***

by Kathleen Weidner  
Zoehfeld  
Informational Text  
Lexile 460L

### ***Starfish***

by Edith Thatcher Hurd  
Informational Text  
Lexile AD170L

### ***Frog and Toad Together***

by Arnold Lobel  
Literary Text  
Lexile 450L

### ***Chester's Way***

by Kevin Henkes  
Literary Text  
Lexile 570L

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that there is a relationship between illustrations and words.

### CENTER TASKS

- Have children choose one page from an independent reading book and tell a partner how the illustration shows what's happening in the story.
- Have children listen to the words on one page of a book and discuss what the illustration could show. Show the illustration in the book and have children discuss the relationship between the story and the illustration with a partner.
- Have children look at an illustration on a page from an independent reading book and use it to tell the story of the page.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that pictures and words in a sequence help tell a story.

### CENTER TASKS

- Have children draw a picture of a person doing an activity, and write or dictate a short description of the drawing.
- Have children dictate or write to narrate several events in a story. Tell them to put each event on a separate strip of paper. Then have children work with a partner to put the events in order and add an illustration for each event.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that there is a relationship between illustrations and words.

### CENTER TASKS

- Have children work together to create a list of words that could describe things in illustrations, like *blue*, *small*, or *silly*. Have them add words they find in their independent reading.
- Have children draw an object, and write the word for the object underneath it. Have them add a descriptive word, if possible. For example: *yellow duck*.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that home is an important concept to all living species.

### CENTER TASKS

- Have children think about the types of homes they read about. Have them talk to a partner about the kind of home they liked the best.
- Have children research about an animal's home they read about to find more information. Have them teach a partner or small group all about the home they chose.
- Have children draw a picture of their own home and present it to a small group. Have them tell one reason they like their home.



# LESSON

# 1


## LESSON 1 OBJECTIVE

Answer questions about key details in the text. 

## READING OBJECTIVE

Engage in group reading activities.

 RL.K.10

 See Text Complexity Rubrics on pp. TR70–TR73.

# Read Anchor Text

## Build Understanding

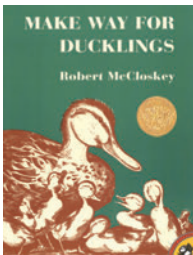
**INTRODUCE** Read the Essential Questions aloud to children. Have them focus on the following Enduring Understanding as you read *Make Way for Ducklings* and work through the first lesson: *Writers understand that pictures and words in a sequence help tell a story.*

### LESSON 1 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Introduce the book *Make Way for Ducklings* to children. Display the front cover. Point to the title and the author's name as you read them aloud. Discuss the illustrations on the front and back covers. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this first reading, children should focus on understanding who the story is about and what is happening. Discuss the questions below with children.

- What are Mr. and Mrs. Mallard doing?
- Where do Mr. and Mrs. Mallard stop for the night?
- What questions do you have?

Have children use p. 1 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 1  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about what happens in the story. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Display the illustration on pp. 6–7. Listen closely to this sentence: “Mr. and Mrs. Mallard were looking for a place to live.” Now look at the picture. What kind of animal are Mr. and Mrs. Mallard? (They are ducks.) A mallard is a kind of duck.
- What are the Mallards looking for? (They are looking for a home.)  
**Key Ideas and Details**
- How does the illustration on pages 6–7 help you understand what happens first in the story? (The ducks are flying and looking around. This shows what happens in the first sentence of the story.)  
**Integration of Knowledge and Ideas**
- What are some things that Mr. and Mrs. Mallard see? (Possible response: A strange boat in the river.) **Key Ideas and Details**
- What do the ducklings learn to do? (swim, dive, walk in a line, come when called, stay away from bikes and scooters) **Key Ideas and Details**
- How does Michael help the duck family? (He feeds them peanuts. He helps them cross the road.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand this phrase on p. 16: “got her breath.” Explain that *get one’s breath* means “to breathe normally again.” Help children understand that Mrs. Mallard was breathing quickly because she was scared of the bicycle. When she started breathing normally, she could speak again.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why Mrs. Mallard doesn’t want to live near foxes and turtles. Have children think about how animals interact. Ask them why they think an animal might want to stay away from another animal.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Use words acquired from texts.  **L.K.6**

## BENCHMARK VOCABULARY

- island, p. 8
- ducks, p. 50

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *island*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *island*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *island*. Repeat for the word *ducks*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 3 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Establish rules for discussion, such as listening to others and taking turns when speaking. As a class, go back to the text to identify important moments in *Make Way for Ducklings*. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR10–TR13.

You may wish to provide a model through a think aloud, such as the following: *I see on page 6 that the story is about Mr. and Mrs. Mallard. The author tells us that they are looking for a place to live. The illustrations show them flying and looking for a new home.*

After the whole group has discussed important moments in the text, have children go back through the text to find specific illustrations that support their ideas.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the ducks could have crossed the street without Michael’s help? Use details from the story to support your opinion.* (Possible responses: Yes, because the cars would have stopped for them without Michael’s help. No, because there were too many cars. The ducks needed Michael to get the cars to stop.)



See **Routines** on pp. TR6–TR53.

# Reading Analysis

**RETELL** Explain that writers use pictures and words in a sequence to help tell a story. When you retell a story, you use key details to tell what happens in order. First, you tell what happens at the beginning. Then you tell what happens in the middle. Last, you tell what happens at the end.

**CITE TEXT EVIDENCE** Use the following questions to help children tell what happens in the story using key details. Have them draw the details in a Story Sequence A graphic organizer.

- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

**Story Sequence A**

Title \_\_\_\_\_

Beginning

↓

Middle

↓

End

p. TR59

## Independent Reading Practice

**READING ANALYSIS: RETELL** Have children use their graphic organizer to retell the story using key details.

**WRITING IN RESPONSE TO READING** Read pp. 23–31 of *Make Way for Ducklings*. *Mrs. Mallard finds a place to make a nest. Then the ducklings hatch. What happens next?* Have children turn to p. 7 of their *Reader's and Writer's Journal* and draw a picture to show what happens. You may want to show the illustrations on pp. 32–39 to remind children of what happens next.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can use pictures and words in a sequence to help tell a story. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

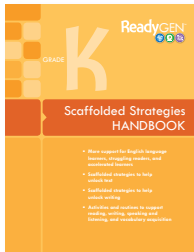
## READING OBJECTIVES

Ask and answer questions about key details in a text.

 RL.K.1

Retell events in order.

 RL.K.2



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to understand how to retell a story using key details,

**then . . .** use the Reading Analysis support below to help them work through the sequence chart.

**If . . .** children need extra support to understand the story,

**then . . .** use the Close Reading support below.

## READING ANALYSIS

Model how to use the graphic organizer to retell the story using key details. Begin with the first box. Explain briefly what the drawing shows (for example, two ducks looking for a home). Then prompt children with questions to help them retell key details (for example, *Why are the two ducks looking for a home?*). Continue with the middle and last boxes. Once children have identified key details, use those details to retell the entire story.

## CLOSE READING

**REVISIT *Make Way for Ducklings*** Read p. 12 aloud and then discuss the following questions with the group. Have children use evidence from the words and the illustration to support their answers.

- **What details can you find about the bird that Mr. and Mrs. Mallard see?** (It is strange and big. It pushes a boat full of people.)
- **Mr. Mallard thinks the bird is too proud to answer him. Do you think Mr. Mallard is correct? Use details from the words and picture to support your opinion.** (No, I think the bird doesn't answer because it isn't real.)
- **Think of one question about this part of the story to ask a partner. Remember that you can use the words and picture in the story to help find the answer.**

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to retell a story using key details, **then . . .** use the Reading Analysis extension below to have children tell more events that happen in the middle of *Make Way for Ducklings*.

### READING ANALYSIS

Have children use a separate sheet of paper to draw additional events from the story. Remind them to draw the events in the order in which they happened. Then have children retell the story, including the additional events. When children are finished retelling the story, have them work with a partner to compare their extended sequence charts. Have partners discuss the following questions:


- Which events did you both have? (Responses will vary.)
- Are there any events that your partner has that you do not have? (Responses will vary.)
- What details can you tell about your pictures? (Responses will vary.) Encourage children to think about details that can tell more about their drawings and help them better understand the story.


**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 10–13.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### DESCRIBE AN ANIMAL

**TEACH** Explain to children that when writing a story, a writer tells details about the characters in the story. The characters are the people or animals that the story is about. The writer adds details, or small pieces of information, to help make the story more interesting for the reader. These details add information about the characters.

A writer tells details about characters to help readers understand what they are like.

- What details does the writer tell about the animals in *Make Way for Ducklings*?
- What details does the writer tell about the people in *Make Way for Ducklings*?
- How do the illustrations and words work together to tell you about the characters? (Possible response: On p. 43, it says “. . . just as loud as their little quackers could quack.” This tells me that the little ducks are quacking.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells details about Mr. and Mrs. Mallard. Display the illustration on pp. 6–7. Have children talk about the animals. Prompt them with questions, such as *What do the animals look like? How are they alike? How are they different?* Then help children understand how the writer uses words to tell details about the animals and their actions:

“The very place to spend the night,” quacked Mr. Mallard. So down they flapped.

The word *quacked* tells how Mr. Mallard sounds. The word *flapped* tells how Mr. and Mrs. Mallard move.

Explain that the writer uses details to tell what the animals look like, what they sound like, and how they move. Tell children that they can also use color words, shape words, and size words to tell about animals. The illustrator of a story shows details in the drawings and the author tells details in the words he or she uses. Give children examples of describing words authors may use to add detail.

**CONVENTIONS** Uppercase and Lowercase Letters


**TEACH AND MODEL** Write uppercase and lowercase letters *Aa*, *Bb*, and *Cc* on the board. Point out that when we write letters, we write from left to right and from top to bottom. Show children how to space letters properly.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the word *cab* on p. 5 of their *Reader's and Writer's Journal*. Remind children to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentence using the word *cab* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story.  W.K.1

# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that when authors write, they use describing words, or adjectives, to tell about the characters in the story. Illustrators draw pictures that go with the story. Both of these work together to create a picture for the reader. As children get older, they will probably read books that don't have any pictures. Then it is important for the author to describe the characters clearly. This is so the reader can picture what the characters look like and what the characters are doing.

**CHOOSE A CHARACTER** Explain to children that when they begin to write their own stories, they will create characters. But for now, they will choose a character from the story, *Make Way for Ducklings*, and tell details about the character by looking at the pictures and reading the words.

**BRAINSTORM** There are many words that children can use to describe the characters in the story. Have children brainstorm what kinds of describing words they can use to add details about the characters. For example, the ducklings are *small* and Mr. and Mrs. Mallard are *big*. Those two words describe how the characters look. Briefly talk with children and ask them to share details about the characters just by looking at the front cover and pp. 1–6.

**ADD DETAILS** After compiling a list of words through the brainstorming activity, ask children to write the words on a sheet of paper. They can work with a partner to write the words. Children will use the words when they add details about the characters in *Make Way for Ducklings*.

Ask children for examples of words they have written to describe the characters in the story. Write complete sentences using their ideas on the board. This will give children examples to refer to when they do their own writing.

## Independent Writing Practice

**APPLY** Ask children to think about words they could use to describe characters in a story or to add details to their own writing. On the board or on chart paper, write the words *Colors*, *Shapes*, and *Sizes*. Ask volunteers to add words that they could use in their writing to each category. Post the list somewhere in the room so that children can refer to it as they write.

**WRITE** Have children look at the illustrations on pp. 6–11 of *Make Way for Ducklings*. Ask them to dictate or write a detail that tells what a mallard looks like or what it does. Remind children of how the author of *Make Way for Ducklings* uses details to tell about Mr. and Mrs. Mallard.

You may wish to complete this as a class activity. Look at the illustrations together, and have children tell what a mallard looks like. Write those words or phrases on the board or on chart paper. Then have children tell what a mallard does in the story. Write those words or phrases on the board or on chart paper. Then read the words and phrases aloud to the children, pointing out the characteristics in the illustrations on pp. 6–11 of *Make Way for Ducklings*.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their details. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DESCRIBING WORDS** Children may have difficulty describing the illustrations in the story. Point to a story illustration and say a simple sentence to describe it. For example, say “The ducks swim.” Have children echo you. Repeat for additional illustrations.


#### STRATEGIC SUPPORT

**USE A WEB** If children have difficulty organizing their ideas before writing, help them to use a graphic organizer, such as Web A on p. TR66. They can write the name of the character in the middle and write describing words on the outside of the web.

**LESSON 2  
OBJECTIVE**

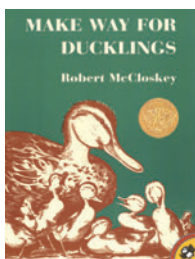
Make connections between illustrations and words in the text.  **RL.K.7**

**READING  
OBJECTIVES**

Answer questions about key details in the text.  **RL.K.1**

Engage in group reading activities.

 **RL.K.10**



# Read Anchor Text

## Build Understanding

**INTRODUCE** Read the Essential Questions. Have children focus on the following Enduring Understanding as you reread *Make Way for Ducklings* and work through this lesson: *Readers understand that there is a relationship between illustrations and words.*

**LESSON 2  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Make Way for Ducklings*. Have children count the ducklings they see and then tell something about the ducklings. Remind children about the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read the beginning of *Make Way for Ducklings* up to p. 17 to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the story events and how the illustrations help them understand what is happening in the story. Discuss the questions below with children.

- Which animals does Mrs. Mallard say she doesn't want to live near?
- What do the ducks eat in the park?
- What questions do you have?

Have children use p. 1 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 2  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the text and illustrations that help them understand the events. Use the following questions to lead the discussion.

- Why did Mrs. Mallard say that some nice places were not good places to raise a family? (They might have foxes or turtles.) **Key Ideas and Details**
- Why did Mr. and Mrs. Mallard stop flying in Boston? (They felt too tired to fly.) **Key Ideas and Details**
- Look at the picture on pages 12–13. How are the ducks getting food? (The people on the boat are throwing peanuts to them.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** What are *ducklings*? (baby ducks)
- Why would Mrs. Mallard be looking for a perfect place to make a home for her ducklings? (She wants a good home for her children.) **Integration of Knowledge and Ideas**
- Why does Mrs. Mallard like the pond as a home? (There are no foxes or turtles, and the people feed them peanuts.) **Key Ideas and Details**
- What makes Mrs. Mallard change her mind about living at the pond? (It is dangerous. A child on a bike almost runs them over.) **Key Ideas and Details**
- Read the sentence on pages 10–11 and display the illustration. What are the ducks doing? (They are fishing for their breakfast.) How are the illustration and the words connected? (The illustration shows what the words say.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand the phrase on p. 16: “all of a dither.” Explain that *all of a dither* means “to be very upset.” Help children understand that Mrs. Mallard felt upset because a child on a bike rushed by her and Mr. Mallard.

## STRATEGIC SUPPORT

**CLARIFYING DETAILS** Children may have difficulty understanding why the strange enormous bird does not answer Mr. Mallard when he says “good morning.” Display the illustration of the boat to show that Mr. Mallard is confusing the fake swan on the boat with a real swan.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify the author and illustrator of a story and tell what each one does.

 **RL.K.6**

## BENCHMARK VOCABULARY

- peanuts, p. 12
- waddled, p. 15



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *peanuts*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *peanuts*. Then use the information on pp. 2–5 as a guide to expand children's vocabulary through discussion of the words that are connected to *peanuts*. Repeat for the word *waddled*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 3 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

## Text-Based Conversation



**COLLABORATE** Remind children of the rules for discussion, emphasizing listening to others when having a discussion in a large group. Use the **Whole Class Discussion Routine** on pp. TR10–TR13 as children go back to the text to identify important details in the illustrations in *Make Way for Ducklings*.

You may wish to provide a model through a think aloud, such as the following: *Mr. and Mrs. Mallard stop at the Public Garden. When I look at the illustration, I see that the Public Garden looks like a park. It has a pond and a bridge. There are people walking around.*

After the whole group has discussed the illustrations in the text, have children discuss how the illustrations helped them better understand the story.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you agree with Mrs. Mallard that the park is no place for babies? Use details from the story to support your opinion.* (Possible responses: Yes, because it is dangerous. Mrs. Mallard almost gets run over by a bicycle. No, because people feed the ducks peanuts. The babies might have fun in the park.)



See **Routines** on pp. TR6–TR53.

# Language Analysis

**AUTHOR AND ILLUSTRATOR** Explain that the person who writes the words in a story is called the author. The author of *Make Way for Ducklings* is Robert McCloskey. An illustrator is the person who draws the illustrations. Robert McCloskey is also the illustrator of this book. Sometimes there is a different author and illustrator for one book.

**CITE TEXT EVIDENCE** Use the following questions to help children discuss the roles of authors and illustrators. Record children's responses in a T-Chart graphic organizer.

- What does an author do?
- What does an illustrator do?
- How does an illustrator help tell a story?
- How does an author help tell a story?

T-Chart

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p. TR61

## Independent Reading Practice

**LANGUAGE ANALYSIS: AUTHOR AND ILLUSTRATOR** Display another book from the classroom. Read the names of the author and illustrator. Display a page in the book. Have children point to what the author contributed and what the illustrator contributed to that page. Discuss how the author and illustrator help tell a story.

**WRITING IN RESPONSE TO READING** Read up to p. 17 of *Make Way for Ducklings*. Have children draw a picture of one event that happens in this part of the story on p. 7 of their *Reader's and Writer's Journal*. Encourage them to write a word or sentence to tell about their drawing.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to make the connection between illustrations and text. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up



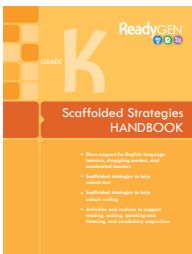
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify the author and illustrator of a story and tell what each one does.



Build fluency through oral reading. RF.K.4



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 9–10)

### ORAL READING

Distribute *I Can Read Reader 1* from their *Reader's and Writer's Journal*, to the children. Ask them to point to the title of the story “Looking for Tab.” Review the irregularly spelled words, such as *the*, *is*, *no*, *look*, and *she*. **Let's read this story together. Follow along as I read.** Encourage children to follow along with their finger as you read the story aloud. Then ask children to read the story again with you. Ask the following questions and have children complete the activities.

- **Who is Tab?** (a cat)
- **Where does the writer look for Tab?** (the mat and the cot)
- **Underline the title of the story.**
- **Circle the name of the cat.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand the role of the author and illustrator,  
**then . . .** use the Language Analysis support below.

### LANGUAGE ANALYSIS

Review the information about what an author and an illustrator do in the T-Chart graphic organizer. Model how to identify the author and illustrator on the cover of a new book. Display a page inside the book and point to the words. Explain that the author writes the words. Point to a picture and explain that the illustrator draws the pictures. The author and illustrator help tell a story. Work with children to identify and discuss the author and illustrator of a book in the classroom library.

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand the role of the author and illustrator, **then . . .** use the Language Analysis extension below to have children choose a different book from the classroom library and identify its author and illustrator.

### LANGUAGE ANALYSIS


Ask children to look at the cover of the book and point to the author's name and illustrator's name. Then have them look in the book to find examples that show what the author does and what the illustrator does. Have children take turns sharing their books and information with the class.


- Which parts of the book did the author create? (The author writes the words.)
- Which parts of the book did the illustrator create? (The illustrator draws the pictures.)
- How are authors and illustrators alike? (They both tell a story.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 10–13.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### DESCRIBE A CHARACTER

**TEACH** Remind children that in a story, a writer tells about characters. Characters are the people or animals in a story. Characters are important because they do the action in the story. A writer can tell what characters look like, how they feel, and what they do.

- **Who are the characters in *Make Way for Ducklings*?** (Mr. and Mrs. Mallard, the ducklings, Michael)
- **What words does the writer use to tell about the characters?** (Possible response: On p. 12, the author describes Mr. Mallard as being polite when he sees what he thinks is another big bird.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer introduces the characters and tells about them:

Mr. and Mrs. Mallard were **looking for a place to live**.

The writer uses the phrase **looking for a place to live** to tell what the characters do.

Have children use the sentence and the illustration on pp. 6–7 to answer questions about the characters, such as *Who are Mr. and Mrs. Mallard? What do Mr. and Mrs. Mallard look like? What do they do?* Then help children understand that the writer also tells details about how Mr. and Mrs. Mallard feel:

When they got to Boston, they felt too **tired** to fly any further.

The writer uses the word **tired** to tell how the characters feel.

Explain to children that writers use illustrations and descriptive words to introduce characters and tell what they look like, how they feel, and what they do. Explain that a character can change throughout the course of the story.

Review the list of describing words from the previous lesson that the class made. This will help prepare children for the independent writing task in this lesson.

### CONVENTIONS Uppercase and Lowercase Letters


**TEACH AND MODEL** Write uppercase and lowercase letters *Dd*, *Ee*, and *Ff* on the board. Remind children that we write from left to right and from top to bottom. Show children how to space letters properly.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the word *fed* on p. 5 of their *Reader's and Writer's Journal*. Remind children to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentence using the word *fed* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story.  W.K.1

# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that characters are a very important part of a story. Authors spend a lot of time creating characters and making sure the reader knows a lot about the characters; how they look, how they feel, and what they do.

Give children an example of creating a character using details such as the following: *If I wanted to write a story about an apple, I would tell you that the apple is red, round, and small. I would tell you, through writing, that the apple can talk and wants to go on an adventure to see where he came from, the apple orchard. I would explain that the apple is excited to go on the adventure but also a little scared because he doesn't know what will happen along the way.* Write the describing words used in the example on the board.

**CHOOSE AN ANIMAL** Explain to children that they will choose an animal as a character. Later, they will write details about the character they chose. Tell children to choose an animal that they think is interesting or that they like and that they can describe using some of the describing words from the list in the classroom.

**PHYSICAL CHARACTERISTICS** Describing what the animal looks like is an important part of telling about a character. In the example above about the apple, the words *red*, *round*, and *small* tell what the apple looks like. The children can use those words and their imagination to help them picture what the apple looks like. Remind children that using color, shape, and size words helps tell about what a character looks like.

**ADD ACTIONS AND FEELINGS** Adding actions and feelings to the character helps to make the story better and more complete. Actions are what the character does, or is going to do, in the story. Feelings are what the character feels or how he or she reacts to events throughout the story.

Tell children that they can refer to the list of describing words that is posted in the classroom to tell about their character. Children can also come up with new describing words that were not on the list.



## Independent Writing Practice

**APPLY** Brainstorm different kinds of animals with children. Write their ideas on the board or on chart paper for them to reference when they begin their writing.

**WRITE** Have children choose an animal character. Ask them to draw, dictate, or write details about the character. Have children concentrate on what the character looks like, and remind them to add details in their writing and drawing. Remind children how the author of *Make Way for Ducklings* uses details in the words and illustrations to tell about Mr. and Mrs. Mallard.

You may wish to complete this as a class activity. As a class, think of an animal that will become a character in a series of upcoming lessons. For example, a lion could be the animal character. As a class, have children describe what the lion looks like and draw a picture on chart paper. Then write the words or phrases they use to describe the lion. After reading the words and looking at the picture, have children add details to tell more about the character.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DESCRIPTIVE WORDS** Have children draw their animal. Using their picture, say descriptive words about the animal they drew. For example, you might point to the lion and say “big,” “yellow,” and “cat.” Have children repeat the words.

#### STRATEGIC SUPPORT

**FAMILIAR STORIES** If children have difficulty choosing an animal, have them use the classroom library as a reference and look at a few nonfiction selections in order to find out which animal they like the best or that they think is the most interesting.

LESSON 3  
OBJECTIVE

Ask and answer questions about the relationship between illustrations and words.  **RL.K.7**

READING  
OBJECTIVE

Identify details about characters in a story.



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 6–11 of *Make Way for Ducklings* and work through the lesson: *Readers understand that there is a relationship between illustrations and words.*

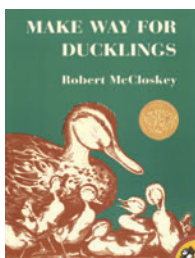
**EXPLORE POETRY** Display the poem “Ducks Quack Me Up” on p. 60 of the *Text Collection* as you read it aloud. Show children how to identify a poem. Point out the rhyming pairs at the end of each line. Have children repeat the rhyming words with you.


LESSON 3  
FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Review the illustrations on the front and back covers, and have children recall what the story is about. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



 **READ ALOUD** Read pp. 6–11 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on how the words and illustrations help them understand more about the animals in the story. Discuss the questions below with children.

- What do the ducks do in the pond at the park?
- What does the big bird look like?
- What questions do you have?

Have children use p. 1 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 3  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about what the animals in the story do. Use the following questions to lead the discussion.

- **Who do we learn about in this part of the story?** (Mr. and Mrs. Mallard)

**Key Ideas and Details**

- **What do Mr. and Mrs. Mallard do?** (They fly around. They look for a place to live.) **Key Ideas and Details**

- **BY-THE-WAY WORDS** Listen closely to this sentence: “There were sure to be foxes in the woods or turtles in the water, and she was not going to raise a family where there might be foxes or turtles.” What are foxes and turtles? (They are kinds of animals.) What does the sentence say about foxes and turtles? (Foxes live in the woods. Turtles live in water. Mrs. Mallard does not want to raise a family where foxes and turtles live.)

- Display the illustration on pp. 6–7. **How does the picture help you understand the information about foxes and turtles?** (It shows a place with trees and water. Foxes live by trees. Turtles live by water.)

**Integration of Knowledge and Ideas**

- **How do Mr. and Mrs. Mallard look for food in the morning?** (They fish in the pond.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand this sentence on p. 8: “So down they flapped.” Point to Mr. and Mrs. Mallard in the illustration. Tell children that Mr. and Mrs. Mallard flap their wings to fly. Demonstrate how ducks flap their wings. Explain that *down they flapped* means that Mr. and Mrs. Mallard flapped their wings to help them fly down to the ground.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding how Mr. and Mrs. Mallard fish for food at the bottom of the pond. Display the illustration on pp. 10–11, and discuss how Mr. and Mrs. Mallard are putting their heads in the water. Explain that mallards sometimes dip their heads below water to eat plants and insects that live in the mud at the bottom of a pond.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify key details about characters in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

- flapped, p. 8

# Focused Reading Instruction

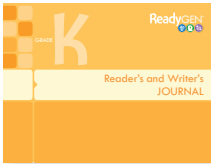
## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *flapped*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *flapped*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *flapped*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the word on p. 3 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Have small groups discuss the illustration on pp. 6–7. Guide the discussion with the **Small Group Discussion Routine** on pp. TR14–TR17. Explain to children that when they have a discussion or conversation, they should listen to what others say and respond to their ideas.

You may wish to provide a model through a think aloud, such as the following: *I see Mr. and Mrs. Mallard are flying. They are looking around, but I am not sure what they are looking for.* Have volunteers respond with details about what they think Mr. and Mrs. Mallard are looking for.

Make sure groups continue their conversation through multiple exchanges. After small groups have discussed the illustration, have them talk about how it is related to the words in the story.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the island in the park is a good place for Mr. and Mrs. Mallard to spend the night?* (Possible responses: Yes, because it is near water. No, because the island looks small and rocky.)



# Reading Analysis

**CHARACTER** Explain that characters are who a story is about. Characters can be people or animals. Writers can tell what characters look like. They can tell what characters say and do. They can also tell how characters feel. Pictures can show more details about what characters look like and what they do.

**CITE TEXT EVIDENCE** Display a T-Chart graphic organizer with the headings *Character* and *Details*. Write *Mr. Mallard* in the *Character* column. Use the following questions to help children identify details about Mr. Mallard. Record their ideas in the *Details* column.

- What does Mr. Mallard look like?
- What does Mr. Mallard say?
- What does Mr. Mallard do?
- How does Mr. Mallard feel?

T-Chart

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p. TR61

## Independent Reading Practice

**READING ANALYSIS: CHARACTER** Have the class work together to identify details about Mrs. Mallard. Write children's ideas in the T-Chart.

**WRITING IN RESPONSE TO READING** Have children think about what Mr. and Mrs. Mallard look like. Then ask them to draw a picture of a mallard on p. 7 in their *Reader's and Writer's Journal*. Tell them to include details they learned from *Make Way for Ducklings* in their picture. You may want to review the illustrations on pp. 6–9 of *Make Way for Ducklings* before children begin drawing.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to make the connection between illustrations and text. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



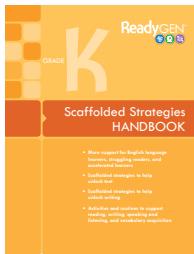
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify details about characters in a story.



Ask and answer questions about key details in a text.



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to understand how to identify details about characters in a story,

**then . . .** use the Reading Analysis support below to help them identify details in the words and illustrations.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading support below.

## READING ANALYSIS

Remind children that they can find details about characters in the words and pictures in a story. Model how to identify a detail about Mrs. Mallard. Turn to pp. 6–7 and point to Mrs. Mallard in the picture. Explain that the picture shows that Mrs. Mallard is a duck. She has wings and feathers. Record the details in the T-Chart. Read pp. 6–11 aloud, pausing after each page to allow children to identify details about Mrs. Mallard in the words and pictures. Prompt children with questions such as these: *What does Mrs. Mallard do? What is Mrs. Mallard looking for? How does Mrs. Mallard feel?*

## CLOSE READING

**SLEUTH WORK** Read aloud “Riding Mr. Frank’s Bus” on p. TR3 in this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

**LOOK FOR CLUES** *How does the person telling the story feel about Mr. Frank?* (The person telling the story likes Mr. Frank. The text says Mr. Frank is kind and friendly.)

**MAKE YOUR CASE** *Would you like to ride Mr. Frank’s bus? Why?* (Responses will vary.)

**ASK QUESTIONS** *If you could meet Mr. Frank, what questions would you ask him?* (Responses will vary.)

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

**PROVE IT!** Have children draw a picture of Mr. Frank’s bus and its riders, focusing on how the riders feel about riding the bus. Ask children to dictate or write feeling words or details from the text.

## Extensions

### MONITOR PROGRESS

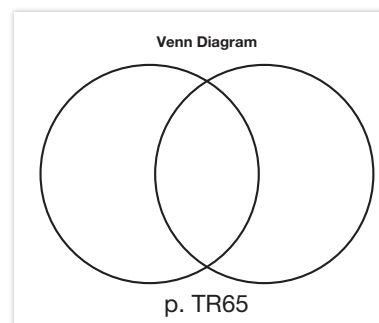
**If . . .** children understand how to identify and describe key details about characters,

**then . . .** use the Reading Analysis extension below to have children compare and contrast details about Michael and Mr. Frank.

### READING ANALYSIS

Display a Venn Diagram. Write *Michael* above the left circle, *Mr. Frank* above the right circle, and *Both* where the circles overlap. Explain to children how to use a Venn Diagram to compare and contrast characters. Then have children work in pairs to identify details about how Michael from *Make Way for Ducklings* and Mr. Frank from “Riding Mr. Frank’s Bus” are alike and different. Have them draw and write their ideas in their own Venn Diagram. Use these questions to guide the discussion:

- **What details do you know about Michael?** (Possible responses: He is a policeman. He helps the ducks. He feeds the ducks. He is nice.)
- **What details do you know about Mr. Frank?** (Possible responses: He drives a bus. He keeps his bus clean. He has a lot of rules. He helps people. He is kind.)
- **How are Michael and Mr. Frank alike?** (Possible responses: They both help others. They are both nice.)





**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 10–13.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### DESCRIBE A SETTING

**TEACH** Explain to children that a writer chooses a setting for a story. The setting is when and where the story happens. The writer uses words to give details and the illustrator draws pictures to give more details about the setting. The setting in a story can change, depending on the events that happen as the story develops.

- **What is the setting of *Make Way for Ducklings*?** (Boston) **How do you know?** (On p. 8, the text says, “When they got to Boston . . . ”)
- **What details does the writer tell about the places the ducks visit in Boston?** (The writer names specific places where the ducks go in Boston).

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see how the writer uses details to describe, or tell about, the setting. Point out that the illustrations give more details about the setting. Display the illustration on pp. 20–21 and reread the sentence.

They looked in Louisburg Square, but there was **no water** to swim in.

The writer uses the phrase **no water** to tell about a place, Louisburg Square.

Display the illustration on pp. 22–23. Discuss with children how the details in the illustration tell more about the setting.

“That island looks like a **nice quiet** place, and it’s only a **little way** from the Public Garden.”

The writer uses the words **nice, quiet, and little way** to describe where the island is located.

Display the illustration of the island on pp. 24–25. Discuss with children how the details in the illustration tell more about the setting. Explain to children that the setting of *Make Way for Ducklings* is the city of Boston. By describing the places that the ducks visit in Boston, the writer gives readers a clear picture of the setting. The pictures provide more details about the city setting.

Explain to children that the setting is an important part of a story. If a story takes place on a sunny beach in the summertime, it will probably be very different than a story that takes place on a snowy mountain in the winter. The author carefully chooses words to describe the setting of a story. The illustrator gives the setting more detail. The words and pictures work together to help the reader imagine what the setting looks like.

**CONVENTIONS** Uppercase and Lowercase Letters


**TEACH AND MODEL** Write uppercase and lowercase letters *Gg*, *Hh*, and *Ii* on the board. Point out that when we write letters, we write from left to right and from top to bottom. Show children how to space letters properly.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *bag* and *hid* on p. 5 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentence using the word *hid* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story.  W.K.1

# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that the setting of a story can be a general place such as the desert, a farm, or the park. It can also be a more specific place such as the Empire State Building, the supermarket on the corner, or the author's home. Remind children that they used descriptive words to tell about a character. Explain that they should also use descriptive words to tell about the setting.

Describe a setting to the children: *In the story I am writing about the little apple that wants to go on an adventure, the setting starts out at the supermarket down the street from my house. If I am going to draw a picture of the supermarket, I want to include all the details I can remember, such as what color the floors are, where the fruit is in the store, and where the cash registers are located. I will also want to use words to describe the setting; like the big, bright store has a lot of things for people to buy or the shiny apples sit next to the dull bananas in a bin. These describing words will help my readers picture what the setting, the supermarket, looks like.*

**DESCRIBE A SETTING** Explain to children that when they describe a setting, they should use vivid describing words or pictures to help readers understand where the story is taking place. Ask children to add to the list of describing words in the classroom, or make a new one on the board. The new words they add to the list should be telling about a place.

**ADD DETAILS** When an author chooses a setting or settings for his or her story, it can determine how the story is going to develop. For example, a story about a lion at the zoo is a very different story than one about a lion at an amusement park. Adding details about the setting will make the story more interesting and allow readers to picture what is happening more easily, even if there are no pictures to go along with the words.

Tell children that they can use the describing words from the list in the classroom and talk with a partner about their ideas for a setting.

## Independent Writing Practice

**APPLY** Ask children to brainstorm ideas for a setting by naming places where a story could take place. Children may want to use classroom library books to help them get started on brainstorming. Discuss with the class how choosing a setting can shape their story and remind children to use their imaginations.

**WRITE** Have children think of a setting for the animal character they created in Lesson 2. Ask them to draw a picture of the setting and to dictate or write details about their setting. Remind children that the author of *Make Way for Ducklings* describes the setting of the story by telling about the places that the ducks visit.

You may wish to complete this as a class activity. Return to the drawing of the lion from Lesson 2. Have children give suggestions of a setting for the lion. Add a setting to the picture. For example, the lion could be shown in a mountainous area with a lot of trees, caves, and a small stream nearby. Have children tell about the setting and write their words or phrases on the board or on chart paper.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their details about the setting. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SETTING WORDS** Children may have difficulty using words that describe a place. Work with children to help them describe where they are now; the classroom. Use words that are familiar in their surroundings like *blue carpet*, *small chair*, *bright room*, and so on.

#### STRATEGIC SUPPORT

**CHOOSE A SETTING** If children have difficulty thinking of a setting for their character, have them think about where they may have seen the animal before. If they have seen a lion at a zoo, the setting could be the zoo. If they have seen a horse on the street with the mounted police, the city may be their setting.

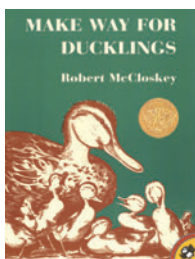
**LESSON 4  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVES**

Recall details that tell about the setting of the story. RL.K.3

Use illustrations to tell about events in a story. RL.K.7



# Read Anchor Text

## Build Understanding

**INTRODUCE** Remind children of the Essential Questions. Have them focus on the following Enduring Understanding as you read *Make Way for Ducklings* and work through this lesson: *Learners understand that home is an important concept to all living species.*

**LESSON 4  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the back cover of *Make Way for Ducklings*. Ask children to count the ducklings. Then display the illustrations up to p. 17 to review the events of the first part of the story with children. Remind children about the Essential Question: *How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 15–25 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the setting and how the illustrations help them understand where the story takes place. Discuss the questions below with children.

- How many places do Mr. and Mrs. Mallard look at for a nest?
- Which spot would you choose for a nest?
- What questions do you have?

Have children use p. 2 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 4  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the text and illustrations that help them identify and describe the setting. Use the following questions to lead the discussion.

- Look at the illustration on pages 18–19. Why do you think Mr. and Mrs. Mallard don't think it's a good home? (Possible responses: There is no water. There are cars nearby.) **Key Ideas and Details**
- Why does Mr. Mallard like the island as a place to hatch ducklings? (It is nice and quiet. It's only a little way from the Public Garden.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Listen to these sentences: "And only just in time, for they were now beginning to molt. All their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in." The second sentence tells what *molt* means. What does *molt* mean in your own words? (when old wing feathers fall out) What are *feathers*? (what covers a bird's skin)
- Where did Mr. and Mrs. Mallard choose to build their nest? (in the bushes near the water) **Key Ideas and Details**
- Who did Mr. and Mrs. Mallard meet when they swam to the park? (a policeman named Michael) **Key Ideas and Details**
- Reread the sentence: "That looks like just the right place to hatch ducklings." How does this sentence tell us that a home is important for all living things? (The ducks need to find a home that is good for their babies. All living things need homes that give them what they need.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand the words *swim* and *swam* in the first sentence on p. 26. Explain that *swim* is an action that is happening now. *Swam* is an action that happened earlier. Practice pronouncing these words with children.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why Mrs. Mallard remembers the peanuts when she agrees to a place to hatch the ducklings. Explain that the place Mr. Mallard points out is close to the Public Garden, which is where people were feeding them peanuts. Mr. and Mrs. Mallard thought peanuts for breakfast was better than finding their own.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Discuss a story using details from the text and illustrations.

 **RL.K.3**

## BENCHMARK VOCABULARY

- build, p. 15
- cozy, p. 23

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *build*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *build*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *build*. Repeat for the word *cozy*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 4 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Remind children of the rules for discussion, emphasizing the importance of taking turns. As a class, go back to the text and illustrations to discuss what makes a good spot for Mr. and Mrs. Mallard to hatch their ducklings. Use the **Whole Class Discussion Routine** on pp. TR10–TR13. Begin the discussion by asking an open-ended question to guide children.

You may wish to provide a model through a think aloud, such as the following: *When I look at the illustration of the cozy spot, I see a lot of tall grass. This is a good spot because it is hidden. No one can bother the ducklings here.*

After the whole group has discussed the key details, have children discuss how the illustrations provided more information to the words.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think it is a good idea for Michael to feed peanuts to the ducks? Use details from the story to support your opinion.* (Possible responses: Yes, because the ducks need to eat. No, because it is not safe to feed wild animals.)

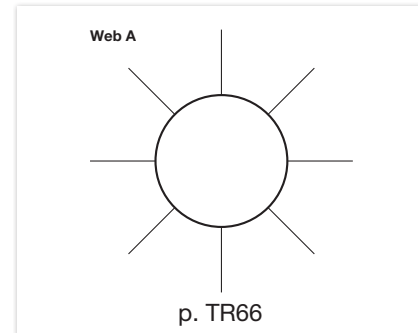




# Reading Analysis

**SETTING** Explain that the *setting* is where and when a story takes place. Sometimes a story has more than one setting because the characters go to more than one place.

Have children understand that the illustrations can help them better understand the setting of a story. Record children's responses to the questions below in the Web A graphic organizer with the word *Setting* in the center circle.



**CITE TEXT EVIDENCE** Focus on the illustrations on pp. 18–27. Remind children that Mr. and Mrs. Mallard visit many different places in Boston. These places give more details about the setting.

- Mr. and Mrs. Mallard flew over Beacon Hill and around the State House. What can you tell about those places by looking at the illustrations?

## Independent Reading Practice

**READING ANALYSIS: SETTING** Have children work in small groups to complete a word web that describes the exact setting where Mr. and Mrs. Mallard will hatch ducklings. Write *cozy spot* in the center circle. Ask children to find details in the text and illustration on pp. 24–25.

**WRITING IN RESPONSE TO READING** Review the illustrations of the different places in the story that Mr. and Mrs. Mallard see. Have children draw a picture of one of the places on p. 8 of their *Reader's and Writer's Journal*. Ask them to dictate or write about that place.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that home is an important concept to all living things. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

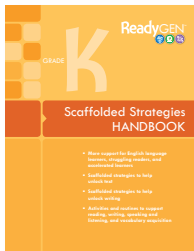
## READING OBJECTIVES

Use details from the text and illustrations to identify and describe setting.

 RL.K.3

Build fluency through oral reading.

 RL.K.4



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 19–20)

### ORAL READING

Have children revisit their *I Can Read Reader 1*. Review any story words that children may need help reading, such as *my*, *is*, *the*, and *look*. Read aloud and encourage children to follow along with their finger. Ask the following questions and have children complete the activity.

- **Where is Tab?** (She naps in the bin.)
- **What is a bin?** (a container; like a box or wastepaper bin)
- **Put an X on one uppercase letter.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to identify and describe setting,

**then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Help children work through the word web to describe the cozy spot that Mr. and Mrs. Mallard find to hatch the ducklings. Display the illustrations on pp. 24–25 and 28–29. Model how to describe one detail from each illustration and write it on a line. Then prompt children with questions such as: **What do you see around the nest in the illustration?** Write children's responses on the word web.

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to identify and describe setting, **then . . .** use the Reading Analysis extension below to have children return to the beginning of *Make Way for Ducklings* and use the text and illustrations to tell about more than one setting up to p. 27.

### READING ANALYSIS


Display each illustration one at a time. Ask children to tell about the setting in the illustration. If necessary, reread the text on the page to remind children of the event or location that is shown. Then have children discuss the following questions:


- What details about the setting did you learn from the pictures? What details did you learn from the words? (Responses will vary.)
- What questions do you have about any of the places the ducks went? (Responses will vary.)
- How can we find answers to our questions? (We can look in books. We can look on the Internet.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 10–13.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### DESCRIBE AN EVENT

**TEACH** Explain to children that when writing a story, a writer tells about events, or the things that happen in a story. Writers use details to tell more about what happens. Remind children that details are small pieces of information. The writer usually puts events in order of how they happen. For example, in *Make Way for Ducklings*, first Mr. and Mrs. Mallard find a place to live, and then they care for the eggs until the ducklings hatch.

- **What is one event in *Make Way for Ducklings*?** (Possible response: On pp. 8–9, Mr. and Mrs. Mallard fly to Boston and decide to spend the night in the Public Garden because they are tired.)
- **What word or phrase does the writer use to tell details about the event?** (Possible response: Children may point to the picture or words from pp. 8–9 telling about the event, “they felt too tired to fly any further. There was a nice pond in the Public Garden, with a little island on it . . . So down they flapped.”)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer uses details in the words and illustrations to tell what Mr. and Mrs. Mallard do. Display the illustration on pp. 10–11. Model how to use the illustration to tell what is happening in this part of the story. Then point out how the words tell more details about the event in the story:

Next morning they fished for their breakfast **in the mud** at the **bottom of the pond**. But they **didn't find much**.

The writer uses the phrases **in the mud, bottom of the pond, and didn't find much** to tell more details about the event in the illustration.

Explain to children that writers add details to events to make stories more interesting and to help readers better understand what happens.

Explain that authors write about events to tell what is happening to the character and what is happening in the story. Explain to children that most of the time in a story, the events happen in a certain order. An example from the text would be that Mr. and Mrs. Mallard were tired so they stopped flying for the night to rest. If the story were told in another order (Mr. and Mrs. Mallard stopped flying and then they got tired) the story may be different.

**CONVENTIONS** Uppercase and Lowercase Letters


**TEACH AND MODEL** Write uppercase and lowercase letters *Jj*, *Kk*, and *Ll* on the board. Model the proper left-to-right progression and proper spacing between letters.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *kid* and *leg* on p. 6 of their *Reader's and Writer's Journal*. After children complete their Independent Writing Practice activity, have them check that they wrote each uppercase and lowercase letter correctly.



**PRACTICE** For independent practice, have children write their own sentence using the words *kid* and *leg* on a separate sheet of paper.

## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story.  W.K.3

# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that there are often many events that take place throughout a story. Remind children that an event is something that happens in the story. The author uses the words to tell about the event and, in the case of *Make Way for Ducklings*, there are illustrations to accompany the words. The illustrations show exactly what the words describe, or they can provide additional details that aren't included in the text.

**BRAINSTORM** Have children think about several events in *Make Way for Ducklings*. Write their ideas on the board or on chart paper. Help children identify events in the story by going back through the text and briefly rereading or pointing out illustrations that portray events.

**CHOOSE AN EVENT** From the list in the classroom, have children choose an event that they would like to draw about from *Make Way for Ducklings*. If children need help choosing an event, talk with them about which part of the book they like the best; this should help them decide which event to draw and write about.

**ADD DETAILS** Explain that children can add details to the event they draw by writing words to explain what is happening in the drawing. While their drawing may be part of the story, the words they use to describe the drawing can add details and meaning to the picture.

Ask children for examples of words they have written to describe the characters in the story. Write complete sentences using their ideas on the board. This will give children examples to refer to when they do their own writing.

## Independent Writing Practice

**APPLY** Before children begin drawing their event, be sure that the book *Make Way for Ducklings* is available for them to use as a resource. They can use the class-generated list as a resource as well.

**WRITE** Have children draw an event from *Make Way for Ducklings*. Then have them dictate or write to tell a detail about the event. Remind children how the author of *Make Way for Ducklings* uses details in the words and pictures to tell more about an event.

You may wish to complete this as a class activity. Return to the drawing of the lion and its setting from Lesson 3. Explain to children that they will now add an event to the picture of the lion. Have children give suggestions on what could happen with the lion. For example, the lion could be shown having a picnic by the stream. Write their words or phrases on the board or on chart paper. Add the event they suggest to the drawing.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their events. If they have access to a printer, have them print out their writing and add it to their drawing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**DESCRIBING WORDS** Children may have difficulty adding details to pictures that they see. Use picture cards or other familiar texts for children to strengthen their skills in recognizing and verbalizing descriptive words.

#### STRATEGIC SUPPORT


**TALK ABOUT IT** If children have difficulty choosing an event to write about, have them use the text with a partner to talk about their favorite event. Verbalizing the event can help children recall details and give them direction in their writing.



**LESSON 5  
OBJECTIVE**

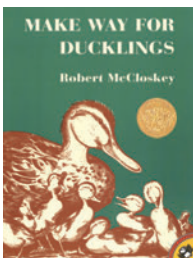
Identify details about characters and settings.  **RL.K.3**

**READING  
OBJECTIVES**

Answer questions about key details in a text.  **RL.K.1**

Engage in group reading activities.

 **RL.K.10**



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 18–27 of *Make Way for Ducklings* and work through the lesson: *Writers understand that pictures and words in a sequence help tell a story.*

**LESSON 5  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Review the illustrations on pp. 6–17, and have children recall what has happened in the story so far. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 18–27 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the sequence of events. Discuss the questions below with children.

- What was the first place Mr. and Mrs. Mallard visited?
- What was the last place they visited?
- What questions do you have?

Have children use p. 2 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 5  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about what the characters in the story do. Use the following questions to lead the discussion.

- **What places do Mr. and Mrs. Mallard see?** (Beacon Hill, the State House, Louisburg Square, the Charles River) **How do the pictures and words help tell the story?** (They show the order of the places Mr. and Mrs. Mallard visited.) **Key Ideas and Details**
- **Why do Mr. and Mrs. Mallard not want to live in Louisburg Square?** (There is no water to swim in.) **Key Ideas and Details**
- **Listen closely to this sentence:** “That looks like just the right place to hatch ducklings.” **The phrase *just the right place* means “a good place.”** **Where does Mrs. Mallard think is a good place to hatch ducklings?** (the island in the river) **Why is it a good place?** (It is quiet. It is close to the Public Garden.) **Craft and Structure**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand this phrase on p. 23: “only a little way.” Explain that the word *little* sometimes means “short.” The phrase “only a little way” means “a short distance away.” Mr. Mallard is pointing out that the island is close to the Public Garden.

## STRATEGIC SUPPORT

**COMPREHENSION** Children may have difficulty understanding why there is no place for Mr. and Mrs. Mallard to live around the State House. Point out that on the next page, Mr. and Mrs. Mallard choose not to live in Louisburg Square because there is no water to swim in. Have children look at the illustration on pp. 18–19. Ask if they see any water around the State House. Help children understand that mallards need to live near water.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Recognize common types of texts.  **RL.K.5**

## BENCHMARK VOCABULARY

- quacked, p. 23

# Focused Reading Instruction

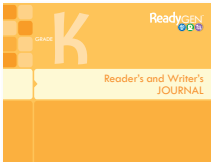
## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *quacked*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *quacked*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *quacked*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the word on p. 4 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Display the illustrations on pp. 18–23 of *Make Way for Ducklings*. Have children work in pairs to describe places in Boston using details from the pictures. Guide the discussion with the Use the **Think-Pair-Share Routine** on pp. TR6–TR9.

You may wish to provide a model through a think aloud, such as the following: *I see in the illustration on pages 18–19 that the State House is a big building in the city. There are bushes and grass and roads around the building. I also see a lot of cars and people. It looks like a busy place.*

After partners have discussed the different places, ask volunteers to share their ideas with the class. Tell them to include the details they found in the illustrations.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR5–TR8. *Imagine that Mr. and Mrs. Mallard did not think the island in the Charles River would be a good place to hatch ducklings. Do you think they would keep looking for a better home?* (Possible responses: Yes, because they want to find a good place to hatch ducklings. No, because they might get tired and have to stop flying.)



# Language Analysis

**TYPES OF TEXT** Explain that authors write different types of texts. One type of text is a storybook. A storybook tells events in a sequence, or order. A storybook has characters and settings. Readers can look for clues in the words and illustrations of a book to tell whether it is a story.

**RECOGNIZE A STORY** Review pp. 18–23 of *Make Way for Ducklings*. Use the following questions to identify characters, settings, and events in the book. Have children draw the details in a Story Sequence B graphic organizer.

- Who are the characters?
- What places do they see?
- What happens in this part?

**Story Sequence B**

Title	
Characters	Setting
Events 1. First	
2. Next	
3. Then	
4. Last	

p. TR60

## Independent Reading Practice

**LANGUAGE ANALYSIS: TYPES OF TEXTS** Have children use their story chart to tell the reasons why *Make Way for Ducklings* is a storybook.

**WRITING IN RESPONSE TO READING** Display the illustrations of places in Boston on pp. 18–23. Have children choose one place. Ask them to copy the name of the place on p. 8 in their *Reader's and Writer's Journal*. Then have them dictate or write a detail about the place using details from the pictures in their writing.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can use pictures and words in a sequence to help tell a story. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



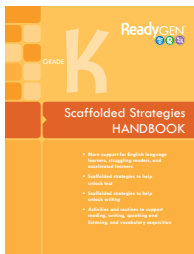
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about key details in a text.



Recognize common types of texts.



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to understand how to recognize a story, **then . . .** use the Language Analysis support below to help them understand by *Make Way for Ducklings* is a storybook.

**If . . .** children struggle to understand how to recognize a story, **then . . .** use the Close Reading support below.

## LANGUAGE ANALYSIS

Model how to use the story chart to discuss details about the book. Point to the Characters section in the chart. Remind children that characters are the people or animals in a story. Explain that Mr. and Mrs. Mallard are characters. They are the animals the book is about. Point to the Settings and Events sections in the chart and help children discuss the details. Guide them to understand that *Make Way for Ducklings* is a storybook because it has characters, settings, and a sequence of events.

## CLOSE READING

**REVISIT *Make Way for Ducklings*** Read p. 23 aloud and then discuss the following questions with the group. Have children use evidence from the words and illustration to support their answers.

- **What details can you find about the island in the Charles River?** (It is quiet. It is close to the Public Garden. It is in the middle of the river. It is near a bridge. It looks grassy.)
- **Do you agree with Mr. and Mrs. Mallard that the island in the Charles River is a good place for the ducks to live? Use details from the words and picture to support your opinion.** (It looks like a good place to live. It is quiet so it will be a good place to sleep. It is near the Public Garden where they can find food. The grass will make the island comfortable.)

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

- Think of one question about the picture to ask a partner. Remember that you can use the words and picture to help find the answer.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to recognize a story,  
**then . . .** use the Language Analysis extension below to have children identify details in another book and tell whether it is a storybook.

### LANGUAGE ANALYSIS


Have children choose a book from the classroom library. Ask them to look at the pictures to find clues about the characters, settings, and sequence of events. Have them draw the information in a story chart. Then ask children to share their books and information with the class. Have them tell whether the book is a story and the reasons why. Use the following questions to guide children as they share:


- **Who is the book about?** (Responses will vary.)
- **Where does the book take place?** (Responses will vary.)
- **What is the sequence of events in the book?** (Responses will vary.)
- **Is the book a story?** (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 10–13.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### EVENTS IN ORDER

**TEACH** Explain to children that when writing a story, a writer tells about events, or what happens, in the story. The writer tells about the events in the order, or sequence, in which the events happen. This helps the reader connect the events and understand how the story is developing. Writers use both words and pictures to tell about story events in order. Sometimes writers use words such as *first*, *next*, *then*, and *last* to make the order of events clear.

- What is the first event the writer tells about in the story? What happens next? Then what happens?
- What word does the writer use to help tell the sequence?
- How do the illustrations help tell the order of the events?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells about the events in the order in which they happen.

So they flew over Beacon Hill and round the State House . . .

The writer tells the first event in this part of the story.

They looked in Louisburg Square . . .

The writer tells the next event in this part of the story.

**Then** they flew over the Charles River.

The writer uses the sequence word *Then* to tell when this event happens in the sequence.

Display and discuss the illustrations on pp. 18–23. Guide children to see that the pictures show the events in the same order as the words.



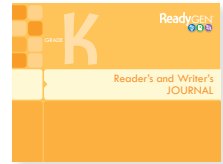
Make sure children understand that a writer tells story events in the order in which they happen. The writer uses words and pictures to tell the order of the events and sometimes uses sequence words such as *first*, *next*, *then*, and *last*. Reread the paragraph on p. 31 to give another example of sequence words.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Write uppercase and lowercase letters *Mm*, *Nn*, and *Oo* on the board. Model the proper left-to-right progression and proper spacing between letters.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *jam* and *nod* on p. 6 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentence using the words *jam* and *nod* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that because so much that happens in a story, the author wants to make sure that his or her story is organized and the events happen in an order that the readers can understand. Just like with the setting, if the order of events changes, the story will change.

Model using sequence words to tell about events in order, for example: Remember the story I am writing about the apple? The setting is at the supermarket so I might start my story by saying, *One day, at the supermarket by my house, I heard a little apple talking to his apple friend. Then the little apple said, "I wonder where we came from?" The friend said, "Maybe we should go on an adventure to find out!" The little apple was nervous but agreed to go on the adventure. The next day, they set out to find where they came from.*

If possible, write the short story on the board or on chart paper. Ask children to identify the sequence words in the story and underline them.

**SEQUENCE WORDS** Explain to children that sequence words tell when events happen in the story. Ask children to think of sequence words and write them on the board. Examples of sequence words are *first, then, next, before, and after*. Tell children that they will use these words when they retell a familiar story or when they write their own stories.

**EVENTS IN ORDER** Discuss a series of events in *Make Way for Ducklings*. Reread pp. 18–23, pointing out the sequence words in the text. Ask children to raise their hands if they hear a sequence word that they had on the word list. If they hear a new word, add it to the list. If children do not hear or recognize the sequence words, read the sentences with the sequence words and write them on the board or on chart paper.



## Independent Writing Practice

**APPLY** To help children practice putting events in order, take events from a familiar story, such as *The Three Little Pigs*, and put them in a different order. This can be done using pictures, sentence strips, or both. As a class, have children put the events in the order in which they happen in the story. This guided practice will help children understand how putting events in a certain order can change the story from a familiar one to one that may be silly or not make any sense.

**FORMATIVE ASSESSMENT** Have children work in small groups to draw pictures of the places on pp.18–23 of *Make Way for Ducklings* on separate sheets of paper. Encourage them to add details about the things Mr. and Mrs. Mallard see in each place. Then have groups arrange the pictures to show the order of events. Remind children that the author of *Make Way for Ducklings* uses pictures and words in a sequence to tell a story.

To complete this as a class activity, draw large pictures of the places on pp. 18–23 of *Make Way for Ducklings* on separate sheets of paper. Have children arrange the pictures in the order that the events happened in the story. Then have children retell the story using the pictures in the correct sequence.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their retellings. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SEQUENCE WORDS** Children may have difficulty retelling the sequence of events. Use picture cards or other familiar texts for children to strengthen their skills in recognizing and retelling a sequence of events. Model using sequence words such as *first*, *next*, *then*, and *last*, and have children repeat.

#### STRATEGIC SUPPORT

**USE A CHART** If children have difficulty organizing the events help them to use a graphic organizer, such as Story Sequence A on p. TR71. They can use the chart to organize events in the story either using pictures, words, or sentences.

**LESSON 6  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVES**

Recall details about characters in the story.



Engage in group reading activities.



# Read Anchor Text

## Build Understanding

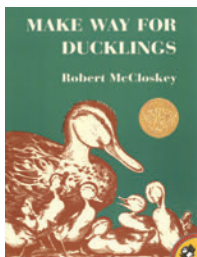
**INTRODUCE** Remind children of the Essential Questions. Have them focus on the following Enduring Understanding as you reread *Make Way for Ducklings* and work through this lesson: *Readers understand that there is a relationship between illustrations and words.*

**LESSON 6  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Make Way for Ducklings*. Have children recall the events from the first half of the story. Display illustrations one at a time for children to describe. Remind children about the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 28–41 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on details in the text and illustrations that they did not notice the first time they read these pages. Discuss the questions below with children.

- What does Mrs. Mallard do in their new home?
- Who do Mr. and Mrs. Mallard visit every day?
- What questions do you have?

Have children use p. 11 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 6  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the text and illustrations that help them understand what the duck family does. Use the following questions to lead the discussion.

- **How many eggs hatch?** (eight) **Key Ideas and Details**
- **Why can't Mrs. Mallard visit Michael anymore?** (She has to sit on the eggs to keep them warm.) **Key Ideas and Details**
- **Why does Mr. Mallard leave?** (He wants to explore the rest of the river.) **Key Ideas and Details**
- **When Mr. Mallard tells Mrs. Mallard to take good care of the ducklings, she says "Don't you worry. I know all about bringing up children." What do you think *bringing up children* means?** (taking good care of children) **Craft and Structure**
- **What things does Mrs. Mallard teach the ducklings?** (swim, dive, walk in a line, come when they are called, keep a safe distance from bikes, scooters, and other things with wheels) **Key Ideas and Details**
- Display the illustration on pp. 40–41. Read aloud the sentence: "There they waded ashore and waddled along till they came to the highway." **Look at the illustration. How does the illustration help you understand what the word *waddled* means?** (*Waddled* probably tells how the ducks walk. The illustration shows the ducks walking in a line toward the highway.) **Integration of Knowledge and Ideas**
- Read the sentence on p. 35: "She taught them how to swim and dive." Display the illustration. **How do the words on the page and this illustration go together?** (The illustration shows what the words say.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand the phrase on p. 39: "wink an eyelash." Ask children to blink their eyes. Tell them that when you blink one eye, it is called a wink. Explain that the author is comparing how fast the ducklings got in line to how fast it takes for a person to wink.

## STRATEGIC SUPPORT

**MAKING CONNECTIONS** Children may have difficulty understanding what a highway is. Display the illustration on pp. 40–41. Explain how the illustration supports the text on the page by showing the line of ducks walking toward the cars. Tell children that a highway is a main street.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Determine the meaning of multiple meaning words.



## BENCHMARK VOCABULARY

- satisfied, p. 39
- waded, p. 41

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *satisfied*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *satisfied*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *satisfied*. Repeat for the word *waded*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 13 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Explain to children that when having a discussion or conversation, it is important to speak clearly, so everyone can hear and understand what they are saying. As a class, go back into the text to discuss the ducklings in *Make Way for Ducklings*. Use the **Whole Class Discussion Routine** on pp. TR10–TR13.

You may wish to provide a model through a think aloud, such as the following: *Mrs. Mallard spends a lot of time watching her eggs. When they hatch, I learn that the names of the ducklings rhyme.*

After the whole group has discussed the ducklings, have them practice pantomiming the actions of the things Mrs. Mallard teaches them. Review some possible motions for each action. Complete the activity by having children walk in a line like the ducklings do.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. Read the sentence “It was a great responsibility taking care of so many ducklings, and it kept them very busy.” *Do you agree that taking care of ducklings is a great responsibility? Support your opinion.* (Possible response: Yes, because you have to teach them new things. You have to help them.)



# Language Analysis

**WORD CHOICE** Explain to children that some words have more than one meaning. Sometimes you can use the other words in the sentence to figure out which meaning fits best.

**CITE TEXT EVIDENCE** Read this sentence: “One day Mr. Mallard decided he’d like to take a trip to see what the rest of the river was like, further on.” Ask what the word *trip* means. (“going from one place to another;” “to stumble”). Using the Three-Column Chart graphic organizer, label the first column *Word* and write the word *trip*. Label the other two columns *Definition 1* and *Definition 2* and write the definitions.

- Read the sentence with the word *trip*. Which definition best fits the word *trip* in the sentence?
- What clues in the sentence help you figure that out?

Three-Column Chart


p. TR62

Continue with the words *safe* (“out of danger;” “an iron box used to hold expensive things”) and *bank* (“the ground that is around a river or lake;” “a place that keeps and gives out money”).

## Independent Reading Practice

**LANGUAGE ANALYSIS: WORD CHOICE** Review the completed Three-Column Chart. Have children draw a picture for one of the definitions of *safe* and *bank*. Then have children label their picture with the word.

**WRITING IN RESPONSE TO READING** Have children review the illustrations on pp. 34–37. Have them dictate or write about the things Mrs. Mallard teaches the ducklings to do on p. 17 of their *Reader’s and Writer’s Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to make the connection between illustrations and text. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

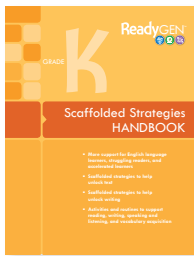


## READING OBJECTIVES

Ask and answer questions about key details in a text.



Identify and use new meanings of familiar words. LK.4.a



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to understand that some words have more than one meaning,

**then . . .** use the Language Analysis support below to help them draw two definitions of one word.

**If . . .** children need extra support to understand the story,

**then . . .** use the Close Reading support below.

## LANGUAGE ANALYSIS

Help children work through the Three-Column Chart graphic organizer with an additional multiple-meaning word (fly). Read the sentence: “When they got to Boston, they felt too tired to fly any further.” Underline the word *fly*. Have volunteers share a definition of the word. Record the definitions in the chart. If necessary, provide definitions (“an insect,” “to move through in the air with wings”) Then model how to use the illustration and the other words in the sentence to determine the correct meaning of the word fly in the sentence.

## CLOSE READING

**REVISIT *Make Way for Ducklings*** Read p. 29 aloud and then discuss the following questions with the group. Have children use evidence from the words and illustration to support their answers.

- **When does Mrs. Mallard move off the nest?** (She would only move to get water to drink, to eat lunch, or to count the eggs.)
- **Do you think Mrs. Mallard liked staying by the nest all the day? Use details from the words to support your opinion.** (Yes, because she would count the eggs. She was happy. No, because she couldn’t go see Michael anymore.)
- **Think of one question about the picture to ask a partner. Remember that you can use the words and picture to help find the answer.**

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and pp. TR26–TR29.
- Text Clubs, pp. 8–9 and pp. TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to use words in a sentence to decide which meaning of a word to use,

**then . . .** use the Language Analysis extension below to have children use the words *trip*, *safe*, and *bank* in two sentences to show the different meanings.

### LANGUAGE ANALYSIS


Ask children to review the Three-Column Chart graphic organizer with the definitions of the words *trip*, *safe*, and *bank*. Ask children to write one sentence for each word's definition. Remind them that the other words in the sentence should help a reader decide which definition fits. Then have children work with a partner to discuss the words and sentences.

- Which definition does each sentence use? (Responses will vary.)
- What other words in the sentence helped you decide on the definition? (Responses will vary.)
- How can the topic of the sentence help you decide on a definition? (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 14–17.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.



# Writing

## Narrative Writing

### ADD DETAILS

**TEACH** Explain to children that after writing a story, a writer may revise, or change, the story by adding details. The writer may add details to tell more about a character, a setting, or an event. Sometimes illustrators add details to their pictures too. Writers and illustrators revise because they want to make their writing and their pictures better.

- What details does the writer tell in the words?
- What details does the illustrator show in the pictures?
- Why do writers and illustrators add details to a story?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer uses details to describe the place where the ducks choose to build their nest. The word *cozy*, which means “comfortable,” and the phrases *among the bushes* and *near the water* tell where the place is located and what it is like.

So they chose a **cozy spot among the bushes near the water** and settled down to build their nest.

The writer uses specific details to tell more about the location of the ducks' nest.

Write the following sentence and read it aloud: *So they chose a spot and settled down to build their nest.* Suppose this was the writer's sentence.

Does it tell details about the place where the ducks build their nest? (no)

Read aloud both sentences and guide children to recognize that the sentence with details gives them a clearer picture of the ducks' home.

Have children look at the illustrations on pp. 24–25, 28–29, and 30–31. Encourage them to look for details in the pictures that support or add to the details in the words.

Explain to children that the writer added specific details to describe the location of the ducks' nest. Remind them that the illustrator added details to the pictures as well.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Write uppercase and lowercase letters *Pp*, *Qq*, and *Rr* on the board. Model the proper left-to-right progression and proper spacing between letters.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the word *rap* on p. 15 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentence using the word *rap* on a separate sheet of paper.



## WRITING OBJECTIVES

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



Add details to strengthen writing.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that writers often change their work so that it sounds better, makes more sense, and is more appealing to readers. This process is called **revising**.

Take time to give an example of revising writing, such as the following: *In the story I am writing about the apple, I want to go back and make sure that the story makes sense and that there are enough details to help the reader picture what is going on. What are some details that you think I should add about the apple?* (Possible responses: Add more information about the apple and the relationship with his friend, such as how long they have known each other.)

**ADD DETAILS** Explain to children that writers revise their work many times before it becomes the final product. Part of being a good writer is keeping the audience, the readers, in mind as you write. This means adding details to a story so that readers can picture exactly what is happening in the story. For example, reading a story about a car might not be very exciting but reading a story about a green car that flies and glows in the dark sounds more exciting. Adding those details may make the reader more interested in the story.

**REVISE** Tell children that they will often be asked to revise their writing to add details to make it stronger or more interesting for readers. Explain to children that they will look at the writing and pictures that they began in previous lessons. They may have a friend look at their writing and give suggestions on how it could be improved. Take some time to go back to *Make Way for Ducklings*. Give an example of a sentence such as, *“That island looks nice.”* Then reread the sentence on p. 23 that says, *“That island looks like a nice quiet place, and it’s only a little way from the Public Garden.”* Ask children which sentence they think sounds better and why. (Possible response: The second sentence sounds better. The author adds that the island is quiet and it’s close to the Public Garden.)



## Independent Writing Practice

**APPLY** Write several simple sentences on the board. As a class, ask children to add details to make the sentences more interesting. For example, write, “The dog ran.” Possible details that could be added are, “The brown dog ran fast.” or “The big dog ran slowly.” Explain to children that the underlined words add details to tell more about the dog and how he ran.

**WRITE** Ask children to look back at the picture and details about a setting that they created in Lesson 3. Have children revise their work by dictating or writing to add another detail about their setting.

To complete this as a class activity, revisit the setting with the lion from Lessons 3 and 4. Ask children to look at the picture as you read the words aloud describing the setting. Have children add details to the setting. This could include the items needed for a picnic or adding sunshine or rain to the scene.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to revise their writing by adding details. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**ADD DETAILS** Children may have difficulty adding adjectives to their pictures or writing. Have picture and word cards available for children to use as a reference to add details to their writing.


#### STRATEGIC SUPPORT

**USE A CHART** If children have difficulty adding details to their writing, use picture cards and have children describe the picture using as many details as they can.

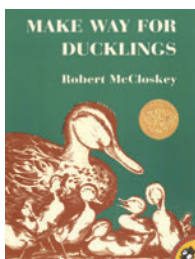
**LESSON 7  
OBJECTIVE**

Answer questions about key details in a text.  **RL.K.1**

**READING  
OBJECTIVES**

Make connections between illustrations and words in the story.  **RL.K.7**

Retell events in a story using key details.  **RL.K.2**



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 42–67 of *Make Way for Ducklings* and work through the lesson: *Writers understand that pictures and words in a sequence help tell a story.*

**LESSON 7  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Review the illustrations on pp. 28–41 and have children tell what has happened in the story so far. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 42–67 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the events in the story. Discuss the questions below with children.

- What do the ducklings look like?
- Where did Mr. Mallard go?
- What questions do you have?

Have children use p. 11 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 7  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about what happens in this part of the story. Use the following questions to lead the discussion.

- **What happens when Mrs. Mallard tries to cross the road?** (She can't get across. The cars honk.) **Key Ideas and Details**
- **Listen closely to this sentence:** "The cars kept speeding by and honking, and Mrs. Mallard and the ducklings kept right on quack-quack-quacking." **What do the cars do in this sentence?** (They speed by. They honk.) **What do Mrs. Mallard and the ducklings do?** (They quack.) **How do the sound words *honking* and *quack-quack-quacking* help you understand what is happening?** (I can imagine what it sounds like. It helps me know how loud and scary it is.) **Craft and Structure**
- **What do people do when they see Mrs. Mallard and the ducklings walk along the street?** (They stare. They say the ducks are amazing and nice.) **Key Ideas and Details**
- **What do the ducklings do in the Public Garden?** (They follow the swan boats and eat peanuts. They go to the island to sleep at night.) **Key Ideas and Details**
- **Display the illustrations on pages 56–67. How do the pictures on these pages help tell the end of the story?** (They show the order of what happens at the end.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand this phrase on p. 66: "night falls." Discuss with children what happens when the day ends. Tell children that the phrase *night falls* means "night comes." Explain that when night comes, the ducklings swim to the island and go to sleep.


## STRATEGIC SUPPORT

**MAKING CONNECTIONS** Children may have difficulty understanding that the island in the park is different from the island where the ducklings hatched. Display the illustrations on pp. 22–23 and 62–63. Have children compare and contrast the islands. Point out that the island where the ducklings hatched was in the Charles River. The island at the end of the story is in a pond in the Public Garden.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify major events in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

- tumbled, p. 42
- marching, p. 52

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *tumbled*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *tumbled*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *tumbled*. Repeat for the word *marching*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 13 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** As a class, describe the events on pp. 42–43 of *Make Way for Ducklings*. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR10–TR13. Help children provide additional details about the events using these prompts:

- What words help you understand what happens?
- What details in the picture help you understand what happens?

After the class has described the events, have children discuss how the words and the illustration help tell what happens in the story.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *The ducklings decide to live on the island in the Public Garden. Do you think they will be safe there?* (Possible responses: Yes, because people like Michael will help them stay safe. No, because there are bicycles and cars nearby.)



# Reading Analysis

**EVENTS IN A STORY** Explain that an event is something that happens in a story. Writers tell the events in a sequence, or order. Readers can think about what happens at the beginning, in the middle, and at the end of a story to figure out the sequence of events.

**CITE TEXT EVIDENCE** Review pp. 42–67 of *Make Way for Ducklings*. Use the following questions to help children identify important events. Have them draw the events in the Story Sequence A graphic organizer.

- What happens at the beginning?
- What happens in the middle?
- What happens at the end?

**Story Sequence A**

Title _____
Beginning
↓
Middle
↓
End

p. TR59

## Independent Reading Practice

**READING ANALYSIS: EVENTS IN A STORY** Have children use their sequence chart to describe the events in the story. Encourage them to use the words *first*, *next*, and *last* as they tell what happens.

**WRITING IN RESPONSE TO READING** Have children think about the Mallards' home at the end of *Make Way for Ducklings*. *Do you think they have found a good home? Why do you think so?* Have children dictate or write their opinion on p. 17 of their *Reader's and Writer's Journal*. You may want to review the illustrations on pp. 8–17 of *Make Way for Ducklings* to remind children of what the Public Garden is like.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can use pictures and words in a sequence to help tell a story. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify major events in a story.  **RL.K.3**

Build fluency through oral reading.

 **RF.K.4**

# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 19–20)

### ORAL READING

Distribute *I Can Read Reader 2* from the *Reader's and Writer's Journal*. Ask them to point to the title of the story, “Let’s Get a Pet.” Point to the irregularly spelled words, such as *look*, *for*, *the*, and *little*. Have children point to the words and repeat them after you. **Let’s read this story together. Follow along as I read.** Encourage children to follow along with their finger as you read the story aloud. Then ask children to read the story with you. Ask the following questions and have children complete the activities.

- **Who looks for a pet?** (Kim and Kip)
- **Underline the title of the story.**
- **Circle the names of the characters.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to describe story events,  
**then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Model how to use details from the sequence chart to describe an event in the story. Point to the first box. Explain what the drawing shows (for example, the ducks by a road with a lot of cars). Then prompt children to provide additional details about the event using questions such as, **What are Mrs. Mallard and the ducklings trying to do? What happens when they try to cross the road?** Help children describe the events in the other two boxes. Provide questions to guide them as they describe each event.

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to describe story events,  
**then . . .** use the Reading Analysis extension below to have children describe more events from the final part of *Make Way for Ducklings*.

### READING ANALYSIS


Have children choose two additional events from the final part of *Make Way for Ducklings* and draw them on separate sheets of paper. Then have them work with a partner to compare their pictures. Have partners put their pictures in order to show the sequence of events in the story. Ask them to use details in their pictures to describe the events. Guide partners in their discussion with the following questions:


- **What events do the pictures show?** (Responses will vary.)
- **What details in the pictures tell about the events?** (Responses will vary.) If partners draw the same event, encourage them to discuss what details in their pictures are the same and what details are different.

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 14–17.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### ELEMENTS OF A STORY

**TEACH** Remind children that in a story, a writer tells about characters, settings, and events in a sequence. Writers use pictures and words to tell about these story elements. All of these elements work together to make a story. Ask children to recall the story elements in *Make Way for Ducklings*.

- Who are the characters in *Make Way for Ducklings*?
- What are the settings of the story?
- What are the major events? What happens in the story?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells details about the characters:

... when Mrs. Mallard heard them she was so **proud** she **tipped her nose in the air** and **walked along with an extra swing in her waddle**.

The writer tells how Mrs. Mallard feels and what she does.

Display the illustration on pages 62–63. Help children understand that the illustration adds details to what the writer tells about the setting:

When they reached the **pond** and swam across to the **little island**, there was Mr. Mallard waiting for them, just as he had promised.

The writer tells about the Public Garden. The picture shows the island in the pond.

Help children understand that the writer tells about the events in order:

**As soon as** Mrs. Mallard and the ducklings were safe on the other side and on their way down Mount Vernon Street, Michael rushed back to his police booth.

The writer uses the phrase **As soon as** to tell about an event that happens before another event.

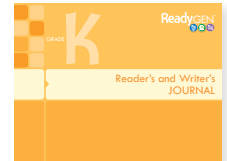
Explain to children that in a story, a writer gives details about the characters, settings, and events. The writer uses pictures and words to describe the characters and settings and to tell the sequence of events.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Write uppercase and lowercase letters *Ss*, *Tt*, and *Uu* on the board. Point out that when we write letters, we write from left to right and from top to bottom. Show children how to space letters properly.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *sit* and *quit* on p. 15 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentences using the words *sit* and *quit* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that there are many elements to a story. Some of the most important elements are characters, setting, and events. Use the example of the story about the apple to highlight the elements of a story:

- **Who or what is the character in my story?** (the apple)
- **What is the setting of the story?** (the supermarket)
- **What is one event that has happened in the story?** (The apple wants to go on an adventure with his friend.)

**CHARACTERS AND SETTING** Have children think about the characters, setting, and event they drew and wrote about in previous lessons. With a partner or a small group, have children share their character, setting, and event. If children need help remembering, they can use their picture or sentences from the previous lessons. Remind children that all of these elements work together to create a good story.

**EVENTS IN ORDER** Explain to children that they may be asked to recall events or details from a story that they read. Ask children to recount some of the major events from *Make Way for Ducklings*. Remind them to use words that tell about the sequence of events.



## Independent Writing Practice

**APPLY** Remind children of sequence words that they can use in their writing to tell the order of events that happen. Refer to the list in the classroom or make a new list on the board or on chart paper. Have children add words that they would use to tell the order of events. Some examples are *first*, *then*, *next*, *before*, and *after*.

**FORMATIVE ASSESSMENT** Have children work in groups to retell this part of the story *Make Way for Ducklings*. Ask children to draw pictures of characters, settings, and major events on pp. 42–67 on separate sheets of paper. Have them arrange the pictures of events to show the sequence.

You may wish to complete this as a class activity. Assign small groups of children a section of the story to draw to aid in the retelling. Remind children that the writer of *Make Way for Ducklings* provides details to tell about the characters, settings, and events. Then provide groups with story props to use along with their pictures as they practice retelling this part of the story. Have groups go in order of the story as they retell their assigned section. Remind children to use sequence words like, *first*, *next*, and *then* as they retell the story.

**USE TECHNOLOGY** If available, have children use computers or recording equipment to share their retellings. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SEQUENCE WORDS** Children may have difficulty retelling events in order. Have children arrange the pictures of events in order. Then model using sequence words and simple sentences to retell the events. After you tell what is happening in each picture, pause and have children echo you.

#### STRATEGIC SUPPORT

**USE A CHART** If children have difficulty organizing the events, help them to use a graphic organizer, such as Story Sequence A on p. TR59. They can use the chart to organize events in the story by using pictures, words, or sentences.

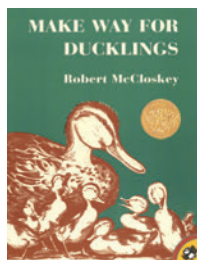


**LESSON 8  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVE**

Make connections between illustrations and words in the story. RL.K.7



# Read Anchor Text

## Build Understanding

**INTRODUCE** Remind children of the Essential Questions. Have children focus on the following Enduring Understanding as you reread *Make Way for Ducklings* and work through this lesson: *Readers understand that there is a relationship between illustrations and words.*

**LESSON 8  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Make Way for Ducklings*. Take a picture walk through the book as children retell the major events of the story. Remind children about the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 44–51 of *Make Way for Ducklings* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on details in the text and illustrations that tell more about Michael. Ask children to share details about when Mr. and Mrs. Mallard first meet Michael. Discuss the questions below with children.

- Where is Mrs. Mallard taking the ducklings?
- Who helps Mrs. Mallard and the ducklings?
- What questions do you have?

Have children use p. 11 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 8  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the text and illustrations that help them better understand Michael. Use the following questions to lead the discussion.

- **How does Michael help the duck family?** (He helps them cross the street. He gets the police to come help the ducks too.) **Key Ideas and Details**
- **Who does Michael call for help?** (the police) **Key Ideas and Details**
- **How can you tell that Michael is worried about the ducks? Use the words and illustrations.** (He asks for help from the police. He yells in the phone. He is pointing and has a worried face.) **Key Ideas and Details**
- Display the illustration on pp. 50–51. **We know that Michael rushed to his police booth. What can you tell about a police booth by looking at the picture?** (Possible responses: It has a phone in it. It is outside. It looks like only one person can fit in it.) **Integration of Knowledge and Ideas**
- Display the illustration on pp. 44–45. Read aloud the sentence: “They made such a noise that Michael came running, waving his arms and blowing his whistle.” **How do the words and illustration go together?** (The illustration shows what the words are saying.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand the phrase *on their way down Mount Vernon street*. Most children may think the word *down* is used to tell a direction. Explain that in this sentence the word *down* is used to mean “along.” Help children understand that the ducks are waddling along, or down, the street.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why Clancy says “Family of *what*?” Explain that getting a phone call about a family of ducks walking down a street is surprising. Clancy may have thought he heard Michael wrong, so he wanted him to clarify his sentence.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify and describe a character in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

- beckoned, p. 47
- rushed, p. 49

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Make Way for Ducklings* with the word *beckoned*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *beckoned*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *beckoned*. Repeat for the word *rushed*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 13 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Explain to children that when having a discussion or conversation with another person, it is important to speak clearly. Have children discuss Michael with a partner. Encourage them to think about all the ways that Michael helps the ducks. What does that tell about Michael? Use the **Think-Pair-Share Routine** on pp. TR6–TR9.

You may wish to provide a model through a think aloud, such as the following: *Michael helps the ducks cross the street. He stops traffic for them. I think this tell us that Michael cares about animals.*

After pairs have discussed Michael, have them share with the class a sentence or two about the things they discussed.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the ducks could have waddled around town without Michael’s help? Use details from the story to support your opinion.* (Possible responses: Yes, because cars and people would have stopped for them. No, because people might not see the ducks. They are small animals.)



See **Routines** on pp. TR6–TR53.

## Reading Analysis

**CHARACTER** Remind children that a character is a person or animal in a story. Sometimes new characters are introduced at a later point in a story. They help tell the story or are important to some of the events.

Have children use details from the text and illustrations to complete a Three-Column Chart graphic organizer about Michael. Label the columns *What He Does*, *What He Looks Like*, and *What He Says*.

**CITE TEXT EVIDENCE** Read the parts of the story about Michael and display the illustrations as you ask the questions. Record children's responses in the chart. Explain to children that they can use what a characters does and says to decide something about that character.

- What does Michael do?
- What does Michael look like?
- What does Michael say?

Three-Column Chart


p. TR62

## Independent Reading Practice

**READING ANALYSIS: CHARACTER** Review the completed three-column chart. Discuss with children what the chart tells about the character, Michael.

**WRITING IN RESPONSE TO READING** Have children think about how Michael helps the duck family. *Why does Michael run to the police booth?* Have children dictate or write their response to the question on p. 17 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to make the connection between illustrations and text. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up




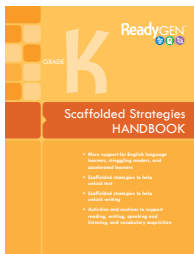
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about key details in a text.

 RL.K.1

Identify and describe a character in a story.  RL.K.3



# Scaffolded Instruction for Small Group

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to describe a character, **then . . .** use the Reading Analysis support below to help them identify and describe a character.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading support below.

### READING ANALYSIS

Review the information the class put in the chart about Michael. Reinforce where the information was discovered, either in the text or the illustrations. Then work with children to complete the chart for Mrs. Mallard. Model how to identify details about her in the text and illustrations. Add information to the chart. Once the chart is completed, guide children to focus on what those details tell about Mrs. Mallard.

### CLOSE READING

**SLEUTH WORK** Read “Riding Mr. Frank’s Bus” on p. TR3 in this Teacher’s Guide. Then guide children through a close read of the text focusing on key details and vocabulary.

- 1 Read the first paragraph. **You can’t really have butterflies in your stomach. Think about how butterflies move. How do you think a person’s stomach feels when they say they have “butterflies in their stomach”?** (They have an upset stomach.) **What feeling do you think the phrase “butterflies in my stomach” is telling about?** (a nervous feeling) **What clues in the story helped you figure that out?** (The person telling the story says it’s his or her first day of school. First days of school can make someone nervous.)
- 2 **What words does the writer use to tell about the bus?** (yellow, clean, shiny, big windows)

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

- 3 Do you think Mr. Frank likes driving a bus? Use details from the story to support your answer. (Possible response: Yes, because he keeps his bus clean and is friendly to the people on the bus.)

## Extensions

### MONITOR PROGRESS

If . . . children understand how to identify and describe a character, then . . . use the Reading Analysis extension below to have children use the Three-Column Chart to describe Mr. Frank from “Riding Mr. Frank’s Bus.”

### READING ANALYSIS


Reread “Riding Mr. Frank’s Bus.” Have children discuss the following questions. Tell them to draw or write their responses in a Three-Column Chart.


- **What does Mr. Frank do?** (Possible responses: He drives a bus. He bounds down the steps. He has a booming voice. He follows a routine when he’s on the bus. He keeps his bus very clean. He has a lot of rules.)
- **What does Mr. Frank say?** (“Hello. I’m Mr. Frank. Welcome to Bus 306.”)
- **What does Mr. Frank look like?** (Possible responses: He is stocky. He has dark eyes.)
- **What do these things tell us about Mr. Frank?** (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 14–17.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.  L.K.1.a

# Writing

## Narrative Writing

### DESCRIBE A CHARACTER

**TEACH** Remind children that in a story, a writer tells about characters. Characters are the people or animals in a story. Point out that characters are an important part of a story because they are what the story is about. A writer uses words to tell about characters; an illustrator uses pictures. Writers and illustrators describe characters by telling what characters look like, what they say or do, and how they feel.

- Who are the characters in this part of the story?
- What do the writer and the illustrator tell about the characters?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand how the writer uses details to describe Michael the policeman on pp. 44–51.

He called Clancy at headquarters and said: “There’s a family of ducks walkin’ down the street!” Clancy said: “Family of what?” “Ducks!” yelled Michael. “Send a police car, quick!”

The writer tells what Michael says. The writer uses the word *yelled*. The writer uses exclamation marks.

Explain to children that an exclamation mark is a punctuation mark at the end of a sentence. An exclamation mark shows that the sentence is said with strong feeling. The writer uses exclamation marks and the word *yelled* to show how excited and worried Michael is about the duck family walking down the street.

Display the illustrations on pp. 44–51. Ask children to describe what Michael is doing and how he looks in each picture. What details does the illustrator use to describe Michael?

Make sure children understand that writers and illustrators use words and pictures to describe the characters in a story. In the example above, the writer uses dialogue with a certain kind of punctuation, exclamation marks, in order to convey excitement and urgency during a particular part of the story.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Write uppercase and lowercase letters *Vv*, *Ww*, and *Xx* on the board. Model the proper left-to-right progression and proper spacing between letters.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *wax* and *vet* on p. 15 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentences using the words *wax* and *vet* on a separate sheet of paper.





## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that authors may use different types of punctuation in their writing to convey meaning. Take time to give examples to children using different punctuation and inflection in your voice. *If I say, ‘Hurry up.’, it sounds different than if I say, ‘Hurry up!’* Explain to children that using a variety of punctuation in their writing can make it more interesting and help convey the feelings of the characters.

**PUNCTUATION** Explain to children that there are different types of punctuation. On the board or on chart paper, write the words and symbols for period, exclamation mark, and question mark. Give examples from *Make Way for Ducklings* of each type of sentence using the different punctuation. Possible examples are:

- “There are no foxes and no turtles, and the people feed us peanuts.” p. 15
- “What could be better?” p. 15
- “Look out!” squawked Mrs. Mallard, all of a dither. “You’ll get run over!” p. 16

**CHARACTERS’ FEELINGS** When writers write about the characters in their stories, they use a variety of methods to tell or show what the characters are feeling as the story develops. In *Make Way for Ducklings*, Mr. and Mrs. Mallard may be nervous because they cannot find a good place, at first, to settle down to hatch the ducklings. Then the ducklings hatch and they are proud. Finally, they are happy in their new home in the Public Garden. Explain to children that paying attention to the characters’ feelings as they read can help them better understand the story. They should also use words and details to express characters’ feelings in their own writing.



## Independent Writing Practice

**APPLY** Have children say sentences that would require different inflection based on the type of punctuation used. (Possible responses: *Give me that pencil.*, *Give me that pencil!*, *Can you please give me that pencil?*)

**WRITE** Have children think of another character that could be in the setting they described in Lessons 3 and 6. Have them dictate or write details about the character. Remind children that they can describe a character by telling:

- what the character looks like
- what the character says or does
- how the character feels

You may wish to complete this as a class activity. Revisit the drawing and words about the lion from Lesson 6. Have children give suggestions for another character that could join the lion. Write their suggestions on the board or on chart paper. For example, another character could be a mouse. Using the bullet points above, guide children to describe the new character. Record their responses on the board or on chart paper. Remind children to use words that describe the character's appearance, actions, and feelings.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their details about the character. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**CHARACTER DETAILS** If children have trouble adding another character or character details to their story, have them look at a familiar text from the classroom library. They can look at the stories they know to identify different characters and details about them.

#### STRATEGIC SUPPORT

**USE A WEB** If children have difficulty adding details, have them use the Web A graphic organizer on p. TR66. This will help them to arrange their thoughts and brainstorm details about their new character.

**LESSON 9  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVES**

Identify characters in a story. RL.K.3

Engage in group reading activities.



See Text Complexity Rubrics on pp. TR70–TR73.



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *A House for Hermit Crab* and work through the first lesson: *Writers understand that pictures and words in a sequence help tell a story.*

**EXPLORE RESOURCES** To help children understand the story *A House for Hermit Crab*, read aloud the article “A New Home for Hermit Crab” on pp. 55–57 in the *Text Collection*. When you are finished reading, have the class discuss what they learned.

**LESSON 9  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Introduce the story *A House for Hermit Crab* to children. Display p. 5 in the *Text Collection*. Point to the title and the author’s name as you read them aloud. Discuss the illustration. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *A House for Hermit Crab* on pp. 6–32 in the *Text Collection* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this first reading, children should focus on understanding who the characters are and what is happening in the story. Discuss the questions below with children.

- Where does Hermit Crab live?
- What does Hermit Crab’s home look like at the beginning of the story?
- What questions do you have?

Have children use p. 12 in their *Reader’s and Writer’s Journal* to record their response to one of the questions. Use children’s responses to monitor progress.



LESSON 9  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key ideas and details as they identify the characters they have been introduced to and the initial setting of the story. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Display the illustration on pp. 6–7. Listen closely to this sentence: “Hermit Crab stepped out of the shell and onto the floor of the ocean.” Now look at the picture. What does a *hermit crab* look like? (It is red. It has legs and claws.)
- Look at the picture again. How does the picture help tell what happens first in the story? (The picture shows Hermit Crab. He is leaving his shell. It shows the first part of the story when Hermit Crab needs to find a new home.) **Integration of Knowledge and Ideas**

- What kind of house is Hermit Crab looking for? (a bigger shell)

**Key Ideas and Details**

- **BY-THE-WAY WORDS** Display the illustration on pp. 10–11. Listen closely to these sentences: “In March, Hermit Crab met some sea anemones. They swayed gently back and forth in the water.” Now look at the picture. What do *sea anemones* look like? (They have a green stem and a red flower.) What do *sea anemones* do? (They sway back and forth in the water.)
- What does Hermit Crab see in the ocean? (Possible answer: He sees some lanternfish.) **Key Ideas and Details**
- Why does a smaller hermit crab move into Hermit Crab’s shell at the end of the story? (The shell is too small for Hermit Crab. The little hermit crab needs a new home.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand this phrase on page 20: “forest of seaweed.” Explain the meaning of the word *forest*. Discuss with children what a forest looks like. Then display the illustration on pp. 20–21. Point out that the tall seaweed grows close together, like the trees in a forest.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why Hermit Crab feels frightened when he leaves his shell. Explain that the ocean is full of different animals and dangers and that hermit crabs use their shells to protect them from things that might harm them.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify key details about the setting in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

- snug, p. 6
- frightening, p. 6
- wiggling, p. 8
- wagging, p. 8



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A House for Hermit Crab* with the word *snug*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *snug*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *snug*. Repeat for the words *frightening*, *wiggling*, and *wagging*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 14 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a discussion or conversation, it is important to speak clearly so that others can hear and understand their ideas. As a class, go back to the text to identify and discuss key details in *A House for Hermit Crab*. Using the **Whole Class Discussion Routine** on pp. TR10–TR13.

You may wish to provide a model through a think aloud, such as the following: *I see on page 6 that the main character is Hermit Crab. Hermit Crab has grown too big for his shell.*

After the class has discussed key details in the text, have children talk about what Hermit Crab thinks makes a perfect home.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think Hermit Crab and his friends are afraid when they go into the forest of seaweed? Support your opinion.* (Possible responses: Yes, because it is dark and gloomy. No, because they are all together.)

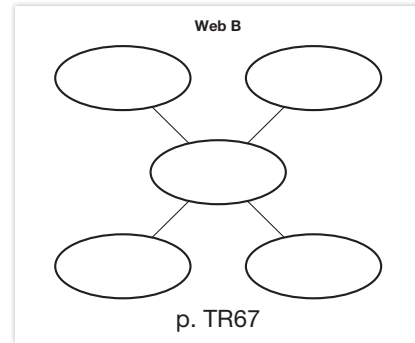


## Reading Analysis

**SETTING** Remind children that a setting is where and when the events in a story take place. When you read, you can look for clues that tell when or where the events happen in the words of the story. You can also look at the pictures to find more details about the setting.

**CITE TEXT EVIDENCE** Display the illustration on pp. 6–7 of *A House for Hermit Crab* and read aloud the text on p. 6. Display the Web B graphic organizer with the word *Setting* in the center circle. Use the following questions to help children identify details about the setting of the story. Record their ideas in the web.

- What words tell about the setting?
- What details about the setting does the picture show?



## Independent Reading Practice

**READING ANALYSIS: SETTING** Have children use the details in the web to draw a picture of the setting of *A House for Hermit Crab*.

**WRITING IN RESPONSE TO READING** Have children choose one of the sea creatures Hermit Crab meets in the story. You may want to review pp. 6–25 of *A House for Hermit Crab* to review the different sea creatures. Ask children to dictate or write a detail about the sea creature they have chosen on p. 18 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can use pictures and words in a sequence to help tell a story. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify details about the setting in a story.



Build fluency through oral reading.



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 19–20)

### ORAL READING

Have children revisit their *I Can Read Reader 2*. Review words that children may have difficulty reading, such as *see*, *little*, and *like*. Read aloud each sentence in the story and have children repeat after you. Ask the following questions and have children complete the activity.

- What pets do Kim and Kip get? (a cat and a rat)
- Put an X on an uppercase W.

## Strategic Support

### MONITOR PROGRESS

If . . . children struggle to draw the setting of the story, then . . . use the Reading Analysis support below.

### READING ANALYSIS

Model how to use the details in the web to draw the setting of *A House for Hermit Crab*. Point to a clue in the web, such as “floor of the ocean.” Explain that the words tell that the story takes place on the ocean floor. Draw a line along the bottom of a sheet of chart paper to show the ocean floor. Have children copy the ocean floor on their own sheet of paper. Discuss each detail in the web, draw it on the chart paper, and then have children add the detail to their own drawing. When you are finished, have children show their pictures and talk about the setting of the story.

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to draw the setting of the story,  
**then . . .** use the Reading Analysis extension below to have children find more details about the setting of *A House for Hermit Crab*.

### READING ANALYSIS

Have children look at the illustrations on the remaining pages of *A House for Hermit Crab*. Ask them to identify additional clues about the setting. Record their ideas in the Setting web. Then have children use these details to add to their drawing of the setting. Ask children to work in pairs to compare their drawings. Guide partners in their discussion using the following questions:

- **What details do you see in both pictures?** (Responses will vary.)
- **What details do you see in only one picture?** (Responses will vary.)
- **What can you tell about the setting from your pictures?**  
 (Possible responses: The story takes place in the ocean. The ocean is a big place. There are many things to see in the ocean.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 14–17.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Write or draw to state an opinion.



Print upper- and lowercase letters.



# Writing

## Opinion Writing

### TELL AN OPINION

**TEACH** Explain to children that sometimes when writing a story, a writer tells a character's opinion, or what the character thinks or feels about something. When writers tell a character's opinion, they often include a reason for the opinion. They tell why the character thinks or feels that way. Writers may give the reason for an opinion in the words and pictures of a story.

- [Looking at \*A House for Hermit Crab\*, what is one of the character's opinions?](#) (Possible response: "How handsome you are!" Hermit Crab says about the starfish that he sees.)
- [What is a reason for the character's opinion?](#) (Possible response: Hermit Crab thinks the starfish would help to decorate his house.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells Hermit Crab's opinions about the things he sees:

"But it looks so—well, so **plain**," thought Hermit Crab.

Hermit Crab uses the word *plain* to tell his opinion about the shell.

"How **beautiful** you are!" said Hermit Crab.

Hermit Crab uses the word *beautiful* to tell his opinion about the sea anemones.

Display the illustrations on pp. 8–9 and 24–25. Have children compare and contrast what the shell looks like at the beginning of the story and at the end of the story. Help them understand the reason for Hermit Crab's opinion at the beginning that the shell looks plain. Then display the illustration on pp. 10–11 and help children understand the reason for Hermit Crab's opinion that the sea anemones are beautiful.

Explain to children that in this story, the writer includes a character's opinions. Eric Carle, who is the author and illustrator in this story, uses details in the pictures to show the reasons for the character's opinions.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Write uppercase and lowercase letters Yy and Zz on the board. Model the proper left-to-right progression and proper spacing between letters.

**APPLY** Have children copy each letter onto a sheet of paper. Then have them practice writing the words *yam* and *zip* on p. 16 of their *Reader's and Writer's Journal*. Remind them to use proper left-to-right and top-to-bottom progression and proper spacing between letters.

**PRACTICE** For independent practice, have children write their own sentences using the words *yam* and *zip* on a separate sheet of paper.



## WRITING OBJECTIVE

Write or draw to state an opinion.



# Opinion Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that they may be asked to write their opinion about a topic or about a book that they have read. Tell them that it may be easy to tell their opinion about something but may not be as easy to tell the reason for their opinion.

Take some time to give children an example of opinions and reasons, such as the following: *I'm going to tell you my opinion. I just finished reading a book about starfish. I really liked it. Is that all I should say? Why?* (Possible response: We want to know why you liked the book.) *So now I will give you a reason why I liked the book. I really liked the book about starfish because it had a lot of information in it and some very colorful pictures of real starfish. I think some of my friends would really like to read this book for the same reasons.*

**FORM AN OPINION** In previous lessons, children have been asked to give their opinion about a variety of topics. Remind children of the difference between a fact and an opinion; a fact is something that can be proven true and an opinion is a statement that cannot be proven true.

Give children an example of a fact and an example of an opinion, such as the following: *The Pacific Ocean is the largest ocean on Earth. That is a fact. It can be proven true. Scientists have worked to figure that out. Swimming in the ocean is fun. That is an opinion. Some people might not think that swimming in the ocean is fun. That statement cannot be proven true, it is what someone thinks.*

**REASONS FOR AN OPINION** Remind children that when they give their opinion, they should be able to tell reasons for their opinion. This includes when they write and when they speak. Provide children with a few more examples of opinions, such as: *Chocolate ice cream tastes the best, I like dogs better than cats, and winter is the greatest season.* Then have children volunteer some of their opinions. Make sure that children have reasons to support the opinions that they share.



## Independent Writing Practice

**APPLY** Take some time to recall events about “home” from *Make Way for Ducklings* and *A House for Hermit Crab*. Remind children that Mr. and Mrs. Mallard were looking for a home to hatch their ducklings and Hermit Crab was looking for a new home that was a bigger and more comfortable.

**FORMATIVE ASSESSMENT** Discuss with children what “home” means to the characters in *Make Way for Ducklings* and *A House for Hermit Crab*. Remind children that the author of *A House for Hermit Crab* uses details in the pictures to tell reasons for Hermit Crab’s opinions. Have children tell, write, or draw their opinion of what their home means to them. Tell children to include a reason for their opinion in their picture or writing.

You may wish to complete this as a class activity. Through the discussion, remind children why “home” is so important to the characters in the two stories they read. Extend the activity by asking children why “home” is important to them. Make a list on the board or on chart paper, try to include all children’s responses if possible. Give children an example of an opinion about “home” such as the following: *My home is important to me because it has my two dogs and a big dining room table where I can have my friends over for dinner and have fun.*

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their opinions. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction


#### ENGLISH LANGUAGE LEARNERS

**OPINION** Children may have difficulty telling their opinion. Make sentence strips that have sentence starters such as the following: *I like \_\_\_\_\_ because \_\_\_\_\_*. This will help children be able to give their opinion and a reason for it.

#### STRATEGIC SUPPORT


**SUPPORTING OPINION** If children have difficulty telling the reason for their opinion, have them work in pairs or small groups to express their opinions about a given topic.

LESSON 10  
OBJECTIVE

Answer questions about key details in a story. 

READING  
OBJECTIVES

Use details in the text and illustrations to retell events in the story. 

Engage in group reading activities. 



## Read the Text

## Build Understanding

**INTRODUCE** Remind children of the Essential Questions. Have children focus on the following Enduring Understanding as you reread the first part of *A House for Hermit Crab* and work through this lesson: *Writers understand that pictures and words in a sequence help tell a story.*

**EXPLORE POETRY** Display the poem “Sea Creatures” on pp. 58–59 of the *Text Collection* as you read it aloud. Remind children how to identify a poem. Point out the rhyming pairs at the end of each line. Have children repeat the rhyming words with you.

LESSON 10  
FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display pp. 6–7 of *A House for Hermit Crab*. Ask children to point to Hermit Crab. [What did we learn about Hermit Crab?](#) Remind children about the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *A House for Hermit Crab* up to p. 19 in the *Text Collection* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read to see that the illustrations show what the words say. In this reading, children should focus on details in the text and illustrations. Discuss the questions below with children.

- Who is the third friend Hermit Crab adds to his shell?
- What is the last thing Hermit Crab adds to his home?
- What questions do you have?

Have children use p. 12 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 10  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about Hermit Crab's journey to make a new home his own. Use the following questions to lead the discussion.

- **Why is Hermit Crab nervous when he first leaves his shell?** (He is scared that a fish will get him because he doesn't have his shell to hide in.)

**Key Ideas and Details**

- **How does Hermit Crab know the shell he finds is a good home?** (When he gets inside and wiggles around, it feels right.) **Key Ideas and Details**

- **How does Hermit Crab pick up a sea anemone?** (He uses his claw.) **Key Ideas and Details**

- **BY-THE-WAY WORDS** Display the illustration on pp. 14–15. **Listen closely to these sentences:** “In May, Hermit Crab discovered some coral. They were hard, and didn't move.” **How can you describe coral?** (They are hard. They don't move.)

- **What does Hermit Crab think about coral?** (He thinks they are pretty.) **Key Ideas and Details**

- **What do we learn about the things that snails do?** (They crawl over things, picking up algae and debris. They clean things.) **Key Ideas and Details**

- **BY-THE-WAY WORDS** Listen closely to this sentence: “They grazed as they went, picking up algae and bits of debris, and leaving a neat path behind them.” **Algae** are small plants that live in water. **Why do the snails pick up algae?** (to clear the path)

- **BY-THE-WAY WORDS** Display the illustration on p. 19. **What do sea urchins look like?** (They have pointy spines.) **What word would you use to describe sea urchins?** (pointy, prickly, sharp)

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand that Hermit Crab is not asking a question when he says “How pretty you are.” Children may see or hear the word *how* at the beginning of a sentence and think it is a cue for a question.

## STRATEGIC SUPPORT

**ADJECTIVES** Children may have difficulty understanding that Hermit Crab uses a different adjective to describe each sea creature he picks up on his journey. Reread the sentence for each sea creature that uses an adjective. Have children identify the word in each that describes the sea creature.

## READING OBJECTIVES

Identify major events in a story.  **RL.K.2**

Ask and answer questions about unknown words in a text.  **RL.K.4**

## BENCHMARK VOCABULARY

- swayed, p. 11
- flock, p. 13
- prickly, p. 19
- fierce, p. 19

# Focused Reading Instruction

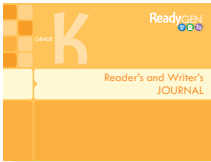
## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A House for Hermit Crab* with the word *swayed*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *swayed*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected with *swayed*. Repeat for the words *flock*, *prickly*, and *fierce*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 14 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Have children go back to the text to identify important details about what Hermit Crab does. Remind children that when they discuss in a small group, they should take turns and listen attentively when others are speaking. Use the **Small Group Discussion Routine** on pp. TR14–TR17 to guide the discussion.

You may wish to provide a model through a think aloud, such as the following: *First, Hermit Crab meets some sea anemones. He thinks they are beautiful so he wants to add them to his house. He does ask them first.*

After small groups have discussed key details, have the whole class create a list of the events from the first part of the book. Then rearrange the list so that the events are in order.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Which sea creature do you think is the most difficult to add to Hermit Crab’s house? Use details from the text and pictures to help support your opinion.* (Possible response: I think the coral are the most difficult because they are hard and don’t move. I don’t know how they could stay on his house.)



See **Routines** on pp. TR6–TR53.

# Reading Analysis

**EVENTS IN A STORY** Remind children that an event is something that happens in a story. Writers tell events of a story in order, or in a sequence.

As a class, guide children to identify the major events in the first half of *A House for Hermit Crab*. Begin by having children identify and describe the characters and setting. Encourage children to use the illustrations.

**CITE TEXT EVIDENCE** Use the Story Sequence B graphic organizer to answer the questions. Record children's responses in the chart.

- What happens first?
- What happens next?
- What happens then?
- What happens last?

**Story Sequence B**

Title	
Characters	Setting
↓	
Events	
1. First	
↓	
2. Next	
↓	
3. Then	
↓	
4. Last	

p. TR60

## Independent Reading Practice

**READING ANALYSIS: EVENTS IN A STORY** Review the story sequence chart with children. Have children use the completed story sequence chart to retell the first half of *A House for Hermit Crab*.

**WRITING IN RESPONSE TO READING** Review the illustrations in *A House for Hermit Crab* up to p. 19. Ask children to think about the journey that Hermit Crab takes. **What is the order in which Hermit Crab adds his friends to his house?** Have children draw and dictate or write the order on p. 18 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers use pictures and words in a sequence to help tell a story. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

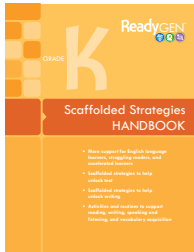


## READING OBJECTIVES

Identify major events in a story.  RL.K.3

Ask and answer questions about key details in a text.

 RL.K.1



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to identify the major events in a story, **then . . .** use the Reading Analysis support below to help them work through the graphic organizer.

**If . . .** children need extra support to understand the story, **then . . .** use the Close Reading support below.

## READING ANALYSIS

Help children use the sequence map graphic organizer to retell the major events in the first part of *A House for Hermit Crab*. Review how the words *first*, *next*, *then*, and *last* help tell the events in order. Read the information in the box labeled *First*. Model how to turn that information into a complete sentence, such as *First, Hermit Crab realizes his house is too small. He needs to find a new house*. Continue with the other boxes. Finally, have children repeat the sequence of events with you, using the words *first*, *next*, *then*, and *last*.

## CLOSE READING

**REVISIT *A House for Hermit Crab*** Read p. 6 aloud and then discuss the following questions with the group. Have children use evidence from the words and illustration to support their answers.

- **How does Hermit Crab want to feel when he is in his house?** (safe and snug)
- **Do you think Hermit Crab's shell is a good place for him to hide in the ocean? Use details from the words and pictures to support your opinion.** (Possible responses: Yes, because he can fit inside it. No one could see him. No, because his house keeps getting too small. He won't be able to fit.)
- **Think of one question you would want to ask a scientist about hermit crabs. Share your question with a partner.**

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to identify and sequence major events in a story,  
**then . . .** use the Reading Analysis extension below to have children identify and sequence the major events in another story.

### READING ANALYSIS


Have children choose a favorite story they know. Ask them to identify the characters and setting. Then have them think of the major events that happen. Tell children to dictate or write the events in order on a sequence map. Have students discuss the following questions:

- **Who are the characters in the story?** (Responses will vary.)
- **What is the setting of the story?** (Responses will vary.)
- **What happens first? What happens next? What happens last?** (Responses will vary.)
- **What is your favorite part of the story? Why?** (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 14–17.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.

 L.K.1.a

# Writing

## Narrative Writing

### DETAILS OF AN EVENT

**TEACH** Remind children that when writing a story, a writer tells about events, or what happens, in the story. A writer uses words to tell details about the events. An illustrator uses pictures to show more details about the events. Have children recall events that happened in *A House for Hermit Crab*.

- **What is one event that the writer tells about in the story?** (Possible response: At the end, Hermit Crab might have to move again because he continues to grow and his shell is too small.)
- **What words does the writer use to tell those details?** (Possible response: The words the writer uses are, "...Hermit Crab felt that his shell seemed a bit too small. Little by little, over the year, Hermit Crab had grown.")
- **What pictures does the illustrator use to tell details about the event?** (Possible response: The picture that the illustrator uses is Hermit Crab in his shell with all of his friends around but the shell looks too small to hold Hermit Crab's body.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer uses specific words and phrases to tell details about what happens in September:

In September, Hermit Crab **spotted** a school of lanternfish **darting** through the **dark water**.

The writer uses *spotted*, *darting*, and *dark water* to tell details about the event.

Display the illustration on pp. 22–23 and have children talk about how the picture shows more details about the event, such as what the lanternfish look like as they dart through the water.

Explain to children that the writer uses specific words and phrases to tell details about what happens in the story. The writer or illustrator also shows details about the events in the pictures.

**CONVENTIONS** Uppercase and Lowercase Letters

**TEACH AND MODEL** Review writing uppercase and lowercase letters. Print each uppercase and lowercase letter on the board. Have children name the letter as you write it. Then have children practice writing the uppercase and lowercase letters in their names on a separate sheet of paper.

**APPLY** Have children write the uppercase and lowercase letters on a sheet of paper. Then have them practice writing the words *slip*, *crab*, and *snug* on p. 16 of their *Reader's and Writer's Journal*. Encourage children to pay attention to spacing and to use proper left-to-right and top-to-bottom progression as they write the words.



**PRACTICE** For independent practice, have children write their own sentences using the words *slip*, *crab*, and *snug* on a separate sheet of paper.

## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that along with the story's characters and settings, the events are what happen in the story. In *A House for Hermit Crab*, the author uses the months of the year to tell when events happen in the story. He uses the months to tell about the events in order.

**EVENTS IN ORDER** Take some time to draft an event as a class, either on the board or on chart paper. Have children give suggestions about what the class can write about as a whole. If they have a hard time coming up with a topic, use the apple story as an example. Remind children that the apple in the story was going to go on an adventure with his friend. Have children come up with two more events that may happen in the story.

Remind children of what was happening in the story last: [The last thing that happened in the story was that the apples were going to set out to find where they came from. What do you think might happen next with the apples?](#) (Possible responses: They need to leave the store to go on the adventure. How are they going to get out? Maybe they could jump into someone's shopping cart.)

**ADDING DETAILS** Explain to children that the writer of *A House for Hermit Crab* is also the illustrator. He uses words to tell about the events in order but he also uses the pictures to show more details about what is happening on the page. Sometimes there are two different people, the author and illustrator, who write the words and draw the pictures. The pictures and the words work together to help the reader understand the story better.



## Independent Writing Practice

**APPLY** Have children recall the elements of a story. Take some time to look at a selection from the classroom library. Have children point out the characters, the setting, and one important event that happens in the story. Make sure children look at the corresponding pictures or photographs in the story that add details to the text.

**WRITE** Have children think about the characters and setting they wrote about in earlier lessons. Ask them to dictate or write an event for those characters in that setting. Remind children that the author of *A House for Hermit Crab* uses specific words and phrases to tell about events in the story.

You may wish to complete this as a class activity. Revisit the scene with the lion and the mouse. Ask children to give suggestions of an event that could be happening with the characters in the story the class is working on. Write their suggestions on the board or on chart paper. If needed, give children an example of an event that could take place with the lion and the mouse such as the following: *The mouse is scared of the lion at first. Then a dragon comes chasing after them, and the lion scoops up the mouse and carries it to safety in a nearby cave.*

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their events. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**HANDWRITING** Children who read languages such as Arabic or Hebrew may have difficulty writing from left to right. Write a simple sentence on the board and read it aloud, running your finger from left to right below the sentence as you read. Have children copy the sentence on a sheet of paper and practice saying the sentence as they run their finger from left to right below the words.

#### STRATEGIC SUPPORT


**HANDWRITING** For children who struggle writing the uppercase and lowercase letters in their name, provide a model to which they can refer.

LESSON 11  
OBJECTIVE

Describe the relationship between illustrations and words.  **RL.K.7**

READING  
OBJECTIVES

Answer questions about key details in a text.  **RL.K.1**

Identify characters and major events in a story.  **RL.K.3**



## Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read pp. 20–32 of *A House for Hermit Crab* and work through the lesson: *Readers understand that there is a relationship between illustrations and words.*

LESSON 11  
FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the illustrations on pp. 6–19 of *A House for Hermit Crab*. Have children talk about what has happened in the story so far. Remind them of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 20–32 of *A House for Hermit Crab* in the *Text Collection* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the concept of homes. Discuss the questions below with children.

- Which of Hermit Crab's friends would you pick for your home?
- What does Hermit Crab's home look like at the end of the story?
- What questions do you have?

Have children use p. 21 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 11  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about what Hermit Crab does and how he feels. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Display the illustration on pp. 20–21. Listen closely to these sentences: “In August, Hermit Crab and his friends wandered into a forest of seaweed. ‘It’s so dark here,’ thought Hermit Crab.” Now look at the picture. What is *seaweed*? (a kind of ocean plant)
- What is the seaweed like? (It is dark. It is gloomy. It is like a forest. It looks tall and green.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Display the illustration on pp. 22–23. Listen closely to these sentences: “In September, Hermit Crab spotted a school of lanternfish darting through the dark water. ‘How bright you are!’ said Hermit Crab.” Now look at the picture. What are *lanternfish*? (a kind of fish that shine bright) How do you know? (Hermit Crab says they are bright. They swim in dark water. The picture shows fish with light around them.)
- How does a lanternfish help Hermit Crab? (It lights up Hermit Crab’s house.) **Key Ideas and Details**
- How does Hermit Crab feel about leaving his shell? (He does not want to leave his friends.) **Key Ideas and Details**
- How does the illustration on pages 28–29 help you understand the words in the story? (It shows that there are two hermit crabs. The little hermit crab does not have a shell because she has outgrown it.)  
**Integration of Knowledge and Ideas**
- How does Hermit Crab feel about his new shell? (He thinks it is plain. He is excited to decorate it.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand this phrase on p. 22: “school of lanternfish.” Explain to children that the word *school* has more than one meaning. One meaning of *school* is “group.” Display the illustration on pp. 22–23. Point out that there is a group of lanternfish.


## STRATEGIC SUPPORT

**MAKING CONNECTIONS** Children may have difficulty remembering the names of the different sea creatures in the story. Reread the first paragraph on p. 27. Point to each sea creature in the illustration as you read its name. Have children repeat each name after you. Then display the illustration on pp. 26–27 and have children point to each sea creature as you say its name.



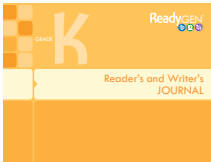
## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Distinguish shades of meaning among words.  **L.K.5.d**

## BENCHMARK VOCABULARY

- grazed, p. 17
- darting, p. 22



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A House for Hermit Crab* with the word *grazed*.



**TEACH** Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *grazed*. Then use the information on pp. 2–5 as a guide to expand children’s vocabulary through discussion of the words that are connected to *grazed*. Repeat for the word *darting*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 23 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** As a class, review the illustration on pp. 24–25. Using the **Small Group Discussion Routine** on pp. TR14–TR17 have children discuss the illustration. Remind children to listen to what others say and respond to their ideas during the discussion. Use the following questions to guide small groups:

- What characters do you see in the picture?
- What does the picture show about the setting?
- What is happening in the picture?

Make sure groups continue their conversation through multiple exchanges. After children are finished discussing the illustration, reread p. 27 and have children talk about how the illustration is related to the words on the page.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *At the beginning of the story, Hermit Crab is afraid to leave his shell. At the end of the story, Hermit Crab is not afraid to leave his shell. Why do you think he is no longer afraid?* (Possible response: He knows he will find a good home. He knows he will find new friends.)



See **Routines** on pp. TR6–TR53.

# Language Analysis

**SHADES OF MEANING** Explain that some words have similar but not exactly the same meanings. Show children the illustration on p. 21. Tell them that the author uses the words *dim*, *gloomy*, and *murky* to tell about the forest of seaweed. Talk about the meaning of each word. Help children understand that even though the words all mean “dark,” the meanings are not exactly the same.

**CITE TEXT EVIDENCE** Display a T-Chart graphic organizer with the headings *Word* and *Meaning*. Write the words *said*, *whispered*, and *complained* from p. 20 in the *Word* column. Use the following questions to help children identify the meanings of the words. Record their ideas in the *Meaning* column of the chart.

- What do you do when you say something?
- What do you do when you whisper?
- What do you do when you complain?

T-Chart

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p. TR61

## Independent Reading Practice

**LANGUAGE ANALYSIS: SHADES OF MEANING** Have children act out the meaning of each word in the T-Chart. Ask them to discuss how the meanings of the words are similar and different.

**WRITING IN RESPONSE TO READING** Review the ending of *A House for Hermit Crab* with children. *Do you think Hermit Crab will find new friends to help decorate his house? Why do you think so?* Have children dictate or write to tell their opinion on p. 27 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to make the connection between illustrations and text. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up



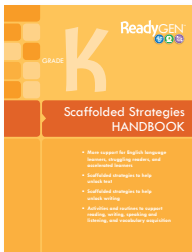
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about key details in a text.



Distinguish between shades of meaning among words.



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to understand how the meanings of the words are similar and different,

**then . . .** use the Language Analysis support below to help them understand the meanings of the words.

**If . . .** children need extra support to understand the story,

**then . . .** use the Close Reading support below.

## LANGUAGE ANALYSIS

Model how to compare and contrast the meanings of the words *said*, *whispered*, and *complained*. Point to the word *said* in the T-Chart and read the meaning of the word. Repeat with the words *whispered* and *complained*. Read aloud the third, fourth, and fifth paragraphs on p. 20 of *A House for Hermit Crab*, demonstrating the meaning of each word as you read the dialogue. Have children repeat each line of dialogue after you, copying your tone and volume. Point out that all three words describe a way of speaking. Discuss with children how each way of speaking is different.

## CLOSE READING

**REVISIT *A House for Hermit Crab*** Read p. 6 aloud and display the picture on pp. 26–27. Then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- **What details can you find about Hermit Crab's home?** (His friends are nearby. It has a wall of pebbles around it. It is getting too small for Hermit Crab.)
- **Do you think Hermit Crab wants to find a new home? Use details from the words and picture to support your opinion.** (No, because he will miss his friends. The picture shows his friends around his home. The text says that Hermit Crab wonders how he can leave them.)

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

- Think of one question about the picture on these pages to ask a partner. Remember that you can use the words and picture to help find the answer.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how the meanings of the words are similar and different,

**then . . .** use the Language Analysis extension below to have them compare the meanings of more words from *A House for Hermit Crab*.

### LANGUAGE ANALYSIS


Read p. 20 of *A House for Hermit Crab* and add the words *murmured* and *cried* to the *Word* column of the T-Chart. Discuss the meaning of each word with children. Record their ideas in the *Meaning* column. Continue with the word *cheered* on p. 25. Then have children act out the meaning of each new word. Have them discuss how the meanings of the words are similar and different. Guide children in their discussion with the following questions:

- **How are the meanings of the words similar?** (They all mean “speak.”)
- **What do you do when you murmur?** (You speak quietly.)
- **What do you do when you cry something?** (You speak loudly.)
- **What do you do when you cheer?** (You shout because you are happy.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 18–21.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.

 L.K.1.a

# Writing

## Narrative Writing

### CHARACTER'S REACTION

**TEACH** Explain to children that when writing a story, a writer may tell how a character reacts to an event or to another character in the story. The writer shows how the character reacts by telling what the character says or does or how the character feels.

- How does Hermit Crab react each time he meets a new friend? What does he say? What does he do? (Possible response: He asks if they would be willing to help him decorate his house. Then he carefully places the new friend on his house.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer shows Hermit Crab's reaction to each new friend he meets by telling what he says and what he does.

"How beautiful you are!" said Hermit Crab.

The writer tells what Hermit Crab says about the new friend. He always says something nice.

"Would one of you be willing to come and live on my house? It is so plain, it needs you."

The writer tells what Hermit Crab asks the new friend. He always asks politely.

Gently, Hermit Crab picked it up with his claw and put it on his shell.

The writer tells how Hermit Crab acts with the new friend. He treats it well.

Explain to children that the writer shows how Hermit Crab reacts to each sea creature he meets by telling what he says and does. A writer may also show a character's reaction by using feeling words, such as *happy*, *sad*, or *excited*. Telling about a character's reactions is another way that a writer can describe a character.

**CONVENTIONS Capitalize Sentences**

**TEACH AND MODEL** Write the following sentence on the board and read it aloud. Point to the first letter. Have children say the name of the letter and tell whether it is uppercase or lowercase. Tell children that the first word in a sentence always begins with an uppercase, or capital, letter.

The little hermit crab finds a new home.

The first word in a sentence is capitalized.

**APPLY** Have children practice capitalizing sentences on p. 25 in their *Reader's and Writer's Journal*. After children dictate or write their sentence, have them check to make sure the first word begins with a capital letter.

**PRACTICE** For independent practice, have children write their own sentences on a separate sheet of paper. Check to make sure the first word begins with a capital letter.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that writers use feeling words to describe a character's reaction to an event or a reaction to another character. In *A House for Hermit Crab*, with each new friend that Hermit Crab makes, he says something nice about the other sea creature or object, then asks if they would like to help him decorate his house. Finally the author explains how Hermit Crab adds the creature or object to his house.

Point out the words that the author uses in these instances: The author uses the words *gently, carefully, gingerly, happily, and gratefully* to describe how Hermit Crab interacts with his new friends. Think about some of the ways you talk to your friends and your reaction to how they treat you. If your friends share their crayons with you, how does that make you feel? (happy, grateful) If your friends say they don't want to play with you, how does that make you feel? (sad, angry) Just as in real life, the stories you read have characters that have feelings and reactions to the things that happen.

**FEELING WORDS** Along with a list of describing words, have children brainstorm to add feeling words to their word wall. Adding to the list will help them in their writing. Help children think of words that are beyond commonly used words such as *happy* and *sad*. These could include *cheerful, delighted, joyful, lucky, pleased, worried, nervous, gloomy, angry, annoyed, upset, frightened, fearful, surprised, amazed, bothered, concerned, and confused*.



## Independent Writing Practice

**APPLY** Use some of the feeling words that children have added to the list to make simple sentences on the board or on chart paper. For example, *When my friend asks me to play, I feel special.*

**WRITE** Have children recall the characters, setting, and event they wrote about in Lesson 10. Ask them to dictate or write to add a character's reaction to that event. Remind children that the author of *A House for Hermit Crab* includes character's reactions in his description of the character.

You may wish to complete this as a class activity. Revisit the scene with the lion and the mouse. Ask children to give suggestions of how the characters react or feel after the dragon chases them into the cave. Write their suggestions on the board or on chart paper. Some reaction or feelings words could be *scared*, *nervous*, *frightened*, and *curious* about what is going to happen to them next.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their feeling words and reactions. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**HANDWRITING** Some languages, such as Chinese, use symbols instead of letters. Children who speak these languages may have trouble understanding that sentences begin with a capital letter. Write several sentences on the board and point out the capital letter at the beginning of each sentence.

#### STRATEGIC SUPPORT

**HANDWRITING** For children who struggle to understand the difference between a capital and lowercase letter, create letter cards. Write the capital letter in blue on one side of the card and the lowercase letter in red on the other side. Children can refer to these cards as they write.



LESSON 12  
OBJECTIVE

With support, compare and contrast elements of two texts.  **RL.K.9**

READING  
OBJECTIVES

Ask and answer questions about key details in two texts.

 **RL.K.1**

Engage in group reading activities.

 **RL.K.10**

## Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read to compare and contrast the texts from Unit 1, Module A: *Learners understand that home is an important concept to all living species.*

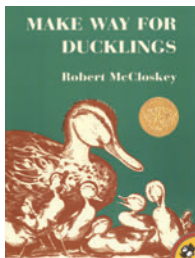
## LESSON 12

## FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display *Make Way for Ducklings*. Ask volunteers to share their favorite events from the story. Then display pp. 5–6 of *A House for Hermit Crab* in the *Text Collection*. Have volunteers share their favorite events. Remind children of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Reread *Make Way for Ducklings* and *A House for Hermit Crab* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on how the characters, settings, and plots of the stories are similar and different. Discuss the questions below with children.

- What kind of home is Hermit Crab looking for?
- Where do Mr. and Mrs. Mallard make their home?
- What questions do you have?

Have children use p. 21 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 12  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the adventures and experiences of the characters. Use the following questions to lead the discussion.

- **What do Mr. and Mrs. Mallard do to find a new home?** (Possible response: They fly over Boston.) **Key Ideas and Details**
- **What kinds of sea creatures does Hermit Crab meet?** (Possible response: coral) **What does he ask the sea creatures?** (Possible response: He asks them to make his house more beautiful.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Display the illustration on p. 13. **Listen closely to this sentence:** “In April, Hermit Crab passed a flock of starfish moving slowly along the sea floor.” **What is a starfish?** (A sea creature that looks like a star) **What two words do you hear in the word starfish?** (*star* and *fish*) **How do these word parts help you understand what a starfish is?** (The word *star* helps me understand that it looks like a star. The word *fish* helps me understand that it lives in water.)
- **How are Mr. and Mrs. Mallard and Hermit Crab alike?** (Possible responses: They are all animals. They are looking for a good home. They all meet new friends.) **Integration of Knowledge and Ideas**
- **How do friends help Mr. and Mrs. Mallard and Hermit Crab find a new home?** (Michael helps Mr. and Mrs. Mallard cross the street. The sea creatures help Hermit Crab decorate and protect his home.) **Why is a home important?** (Possible response: A good home keeps you safe.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING CONCEPTS** Review the meanings of *alike* and *different*. Display a blue ball and a red ball. Point out that they both have the same shape. **This is how they are alike.** Point out that they are not the same color. **This is how they are different.**

## STRATEGIC SUPPORT

**MAKING CONNECTIONS** If children struggle to understand how the two texts are alike, reread specific parts of the texts to help them connect the experiences of the characters. Have them look at the illustrations as you read.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

Identify and discuss characters, setting, and major events in a story.  **RL.K.3**

## BENCHMARK VOCABULARY

*Make Way for Ducklings*

- build, p. 15

*A House for Hermit Crab*

- frightening, p. 6

# Focused Reading Instruction

## Benchmark Vocabulary



**REVIEW** Using the **Benchmark Vocabulary Routines** on pp. TR34–TR45, review the meaning of *build*. Encourage children to make additional connections. Repeat for the word *frightening*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 23 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

## Text-Based Conversation



**COLLABORATE** Have children work in pairs to discuss the characters, settings, and events in *Make Way for Ducklings* and *A House for Hermit Crab*. Remind them to speak loudly and clearly so others can hear and understand their ideas. Use the **Think-Pair-Share Routine** on pp. TR6–TR9.

You may wish to provide a model through a think aloud, such as the following: *In A House for Hermit Crab, Hermit Crab needs a new home. He is too big for his old home. In Make Way for Ducklings, Mr. and Mrs. Mallard need a new home, too. They need a place to make a nest and have their ducklings. In both stories, the characters need a new home.*

After pairs have discussed the characters, settings, and events in both books, have them talk about why home is important to all living things.

## Team Talk



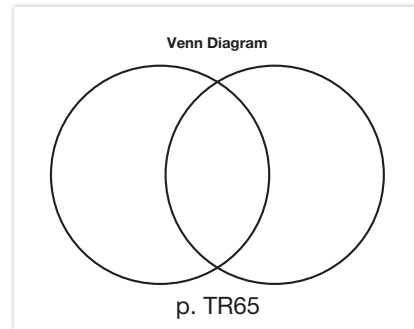
**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Which book did you enjoy more? Why did you enjoy it? Use details from the book to tell why you like it.* (Possible response: I liked *A House for Hermit Crab*. He met a lot of new friends.)



# Reading Analysis

**COMPARE AND CONTRAST** Remind children that characters are the people or animals in a story. Explain that when you read more than one story, you can find ways the characters are alike and different.

**CITE TEXT EVIDENCE** Display a Venn Diagram graphic organizer. Write *Mr. and Mrs. Mallard* over the left circle, *Hermit Crab* over the right circle, and *Both* in the place where the circles overlap. Explain to children that a Venn Diagram can be used to tell how characters are alike and different. Use the following questions to help children identify details about the characters. Record their ideas in the appropriate part of the Venn Diagram.



- What are the characters trying to find?
- What happens when Mr. and Mrs. Mallard try to find a home?
- What happens when Hermit Crab tries to find a home?

## Independent Reading Practice

**READING ANALYSIS: COMPARE AND CONTRAST** Have children use the completed Venn Diagram to talk about how the characters' experiences are alike and different.

**WRITING IN RESPONSE TO READING** Have children think about Mr. and Mrs. Mallard's experience finding a home. Then ask them to think about Hermit Crab's experience finding a home. *Which character do you think found a better home? Use details from the stories to support your opinion.* Have children dictate or write their opinion on p. 27 of their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that home is an important concept to all living things. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up

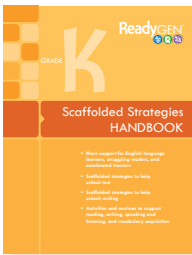


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

With support, compare and contrast familiar stories. **CC RL.K.9**

Build fluency through oral reading. **CC RF.K.4**



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 29–30)

### ORAL READING

Distribute *I Can Read Reader 3* from the *Reader's and Writer's Journal*, to the children. Ask them to point to the title of the story, “Pop! Pop!” Review the irregularly spelled words, such as *the*, *is*, and *look*. **Let's read this story together. Follow along as I read.** Encourage children to follow along with their finger as you read the story aloud. Then ask children to read the story again with you. Ask the following questions and have children complete the activities.

- **What is hot?** (the pot and the pan)
- **Who gets the top?** (Dad and Mom)
- **Where is the top?** (on the pot; on the pan)
- **Underline the title of the story.**
- **Circle the names of the characters.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to compare and contrast characters' experiences,

**then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Review the information about Mr. and Mrs. Mallard and Hermit Crab in the Venn Diagram. Model how to use the Venn Diagram to compare and contrast the characters. For example, point to where the circles overlap and explain that Mr. and Mrs. Mallard and Hermit Crab are all looking for a home. That is one way the characters' experiences are the same. Point to the left and right circles and explain that Mr. and Mrs. Mallard are looking for a place to hatch

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

ducklings, and Hermit Crab is looking for a bigger shell. That is how their experiences are different. Help children work through the Venn Diagram to identify more ways Mr. and Mrs. Mallard and Hermit Crab are alike and different.

## Extensions

### MONITOR PROGRESS

**If . . .** children can compare and contrast the characters' experiences,

**then . . .** use the Reading Analysis extension below to have children compare and contrast illustrations from both books.

### READING ANALYSIS


Display the illustrations on pp. 62–63 of *Make Way for Ducklings* and pp. 28–29 of *A House for Hermit Crab*. Have children discuss how the animal homes are alike and different. Have them use the following questions to guide the discussion:

- What do you see in both pictures? (water, rocks)
- What do you see that is only near the ducks' home? (trees, grass, people)
- What do you see that is only near Hermit Crab's home? (sea creatures, sand)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 18–21.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Write or draw to narrate events in order and provide a reaction to what happened.  W.K.3

Print upper- and lowercase letters.



# Writing

## Narrative Writing

### STORY DETAILS

**TEACH** Remind children that when writing a story, a writer tells details about the characters, settings, and events in the story. Many times, an illustrator adds more details about these story elements in the pictures.

- **What word tells a detail about Mr. and Mrs. Mallard's home?** (On p. 66, the text says, "And when night falls they swim to their little island and go to sleep." The word *little* tells about the island.)
- **What words tell details about the sea creatures that Hermit Crab meets?** (Possible responses: beautiful, handsome, pretty, tidy, hard-working, fierce, bright, and sturdy)
- **What details do the illustrations show about the animals and their homes?** (Possible response: The illustrations show the animals with other animals like them when Hermit Crab approaches.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see how the writer of *Make Way for Ducklings* tells a detail about Mr. and Mrs. Mallard's home:

So they chose a **cozy** spot among the bushes near the water and settled down to build their nest.

The writer uses the word **cozy** to tell about the place where Mr. and Mrs. Mallard build their nest.

Help children focus on what the writer of *A House for Hermit Crab* has Hermit Crab tell about the sea creatures that he meets:

"How **fierce** you are!" said Hermit Crab.

The writer uses the word **fierce** to tell about the sea urchins.

Display illustrations in both books that show details about the animals and their homes. Have children talk about the details they find in the pictures.

Explain to children that the writers tell details about the characters, settings, and events in their stories. The illustrators add more details in the pictures.

### CONVENTIONS End Punctuation

**TEACH AND MODEL** Write a period, an exclamation mark, and a question mark on the board. Explain that these are punctuation marks that are used at the ends of complete sentences. Then write the following sentences on the board and talk about why the punctuation was used at the end of each.

How are you?  
My name is Ben.  
Watch out!

Use a question mark with a question. Use a period with a statement or command. Use an exclamation point with an exclamation.

**APPLY** Write different kinds of sentences on the board without end punctuation such as *Will you help*, *This is my dog*, *Can I play too*, *Stop that*. Have children identify the punctuation that belongs at the end of each sentence. Ask volunteers to write the punctuation marks. For more practice with identifying and writing end punctuation, have children complete the activity on p. 26 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own sentences using proper punctuation on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Narrative Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that in picture books, the words on the page usually go with the illustrations or photographs that are shown on the page. If the words you are reading have to do with a monkey in a tree, it wouldn't make sense to have a picture of a cat in a swimming pool on the same page. Have children look at the picture in *A House for Hermit Crab* on pp. 12–13. Have children listen to what the words say on the page and then have children explain what they see in the pictures on that page.

Ask the following questions: [Do the words and the picture match?](#) [Is there anything else you would add to the picture to match better with the words?](#) [Is there anything else you would add to the words to match better with the picture?](#)

**SETTING DETAILS** Adding details when drawing is just as important as adding details when writing. Remind children about the characters, setting, and event that they have been writing about throughout the previous lessons. Tell children that they will be adding character's reactions to their stories.

**CONNECT WRITING AND ILLUSTRATIONS** In addition to adding a character's reaction to their story, children will also be adding details to their drawing of the scene. Explain to children that sometimes readers use the illustrations to gain meaning from the story just as much as they use the words.



## Independent Writing Practice

**APPLY** In order for children to become more familiar in identifying details in illustrations, bring out several books from the classroom library. As a class, review the illustrations in the books and point out details in the illustrations that make the pictures more appealing and support the text more thoroughly.

**WRITE** Have children draw a picture of the Mallards' home or Hermit Crab's home in the box on p. 28 of their *Reader's and Writer's Journal*. Remind them to include details from the story in their pictures. Then have children dictate or write to tell about the Mallard's or Hermit Crab's home on the line below the picture.

You may wish to complete this as a class activity. Draw a class picture on the board or on large chart paper of the Mallards' home or Hermit Crab's home. Then work as a class to brainstorm specific words that would tell about the picture of the home. Write children's suggestions on the board or on chart paper.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PUNCTUATION** End punctuation is the same in English and Spanish. Tell Spanish-speaking children that one difference is that in English, there is no exclamation mark or question mark at the beginning of a sentence.

#### STRATEGIC SUPPORT

**PUNCTUATION** If children are having difficulty identifying and using end punctuation, read the sentences aloud with expression to emphasize the type of sentence. For example, say *Watch out!* with excitement.

LESSON 13  
OBJECTIVE

Ask and answer questions about key details in a text.

READING  
OBJECTIVES

Make connections between texts.



Retell familiar stories, including key details.



## Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you review *Make Way for Ducklings* and *A House for Hermit Crab*: *Learners understand that home is an important concept to all living species.*

**EXPLORE RESOURCES** Review the article “A New Home for Hermit Crab” on pp. 55–57 of the *Text Collection*. Have children focus on why home is important for a hermit crab.

LESSON 13  
FIRST READ

## Explore the Text

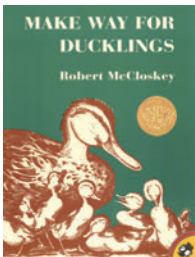
**ENGAGE CHILDREN** Display the cover of *Make Way for Ducklings* and p. 5 of *A House for Hermit Crab* in the *Text Collection*. Have children tell why each is a story. Remind children that stories have characters, settings, and a sequence of events. Then remind them of the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

**READ ALOUD** Take a picture walk through *Make Way for Ducklings* and *A House for Hermit Crab*. Display each illustration one at a time, and have children use the illustration to retell that part of the story. Discuss the questions below with children.

- What was your favorite part of *Make Way for Ducklings*?
- What was your favorite part of *A House for Hermit Crab*?
- What questions do you have?

Have children use p. 22 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 13  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** Read p. 62 of *Make Way for Ducklings*. Use the following questions to lead the discussion.

- **What did Mr. Mallard promise Mrs. Mallard and the ducklings?** (He would meet them on the little island.) **Key Ideas and Details**
- **What is a promise?** (something someone says they will do) **Craft and Structure**
- **Where is the little island?** (in the pond) **Key Ideas and Details**
- **How do Mrs. Mallard and the ducklings get to the island?** (They swim across the pond.) **Key Ideas and Details**

Read p. 29 of *A House for Hermit Crab*. Use the following questions to lead the discussion.

- **Listen closely to this sentence:** “‘I have outgrown my shell,’ she said.” **Think about the meaning of the word *grow*. What does the little hermit crab mean when she says she has *outgrown* her shell?** (She is too big for it.) **Craft and Structure**
- **What do Hermit Crab and the little crab have in common?** (They have both outgrown their shells.) **Key Ideas and Details**
- **What does the little hermit crab promise Hermit Crab?** (She will be good to his friends.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand this phrase on p. 29 of *A House for Hermit Crab*: “You are welcome to live here.” Explain that the phrase is a polite way for Hermit Crab to invite the little hermit crab to live in his old house.

## STRATEGIC SUPPORT

**EXPLORE UNDERSTANDING** Children may have difficulty understanding why Hermit Crab leaves his friends at the end of the story. Read aloud the first paragraph on p. 27. Explain that Hermit Crab needs to find a new home because he has grown too big for his shell. Point out that because his friends are around his old home, he must leave them to look for a new home.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RL.K.4**

With support, compare and contrast elements of two texts.  **RL.K.9**

## BENCHMARK VOCABULARY

*Make Way for Ducklings*

- waded, p. 41

*A House for Hermit Crab*

- grazed, p. 17

# Focused Reading Instruction

## Benchmark Vocabulary



**REVIEW** Using the **Benchmark Vocabulary Routines** on pp. TR34–TR45, review the meaning of *waded*. Encourage children to make additional connections. Repeat for the words *grazed*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the words on p. 24 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a discussion or conversation, they should listen to others' ideas and respond to what they hear. As a class, discuss why home is an important concept to all living species. Review the meaning of the term *living species*. Use the **Whole Class Discussion Routine** on pp. TR10–TR13 and the following questions to help guide the discussion:

- Why is a good home important to Mr. and Mrs. Mallard?
- Why does Hermit Crab want to decorate his home?

Make sure groups continue their conversation through multiple exchanges. After the class has discussed the questions, have them talk about why home is important to them.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the characters in *Make Way for Ducklings* and *A House for Hermit Crab* share the same idea about homes? Support your opinion with details from the books.* (Possible response: Yes, because they both want to feel comfortable at home. No, because the ducks want to live where they can find food. Hermit Crab wants to find friends to decorate his home.)



# Reading Analysis

**RETELL USING KEY DETAILS** Remind children that when you retell a story, you tell what happens at the beginning, in the middle, and at the end of the story. Tell them to use the words and illustrations to find key details about the events at the beginning, in the middle, and at the end of a story.

**CITE TEXT EVIDENCE** Use the following questions to help children identify details about the events in *Make Way for Ducklings*. Record their ideas in a Story Sequence A graphic organizer. Then have the class use the chart to retell the story.

- What happens at the beginning?
- What happens at the middle?
- What happens at the end?

**Story Sequence A**

Title \_\_\_\_\_

Beginning

↓

Middle

↓

End

p. TR59

## Independent Reading Practice

**READING ANALYSIS: RETELL USING KEY DETAILS** Have children draw key details about what happens at the beginning, in the middle, and at the end of *A House for Hermit Crab* in a sequence chart. Then have them work in pairs to retell the story using the details in their charts.

**WRITING IN RESPONSE TO READING** Have children choose an animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Ask them to dictate or write about what makes a good home for that animal on p. 27 of their *Reader's and Writer's Journal*. Have them use details from the text.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that home is an important concept to all living things. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up



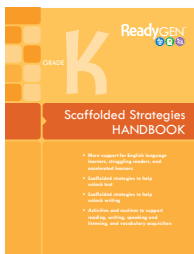
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about key details in a text.



Retell a familiar story using key details.



# Scaffolded Instruction for Small Group

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to identify key details to retell the story, **then . . .** use the Reading Analysis support below to help them identify and retell key details.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading support below.

### READING ANALYSIS

Model identifying a key detail at the beginning of *A House for Hermit Crab*. Turn to p. 6 and read the text aloud. Discuss with children what they can draw on their sequence chart. Continue with the middle and the end of the story. Then model for children how to use the details in the chart to retell the story. Point to the first box and explain that Hermit Crab finds a new shell, but it is plain. Point to the second and third boxes and help children retell the middle and the ending of the story.

### CLOSE READING

**SLEUTH WORK** Read aloud “Gadget Is Gone!” on p. TR4 in this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

**LOOK FOR CLUES** How does Gadget get out of his cage? (Alex does not latch the door.) How do the children get Gadget back into his cage? (They put out some grapes.)

**MAKE YOUR CASE** Do you agree with the children that putting out grapes was the best solution? Why? (Responses will vary.)

**ASK QUESTIONS** What questions about Gadget do you wish the author had answered? (Responses will vary.)

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

**PROVE IT!** Have children think about and share how the characters in the story get Gadget to come back. Then have children draw a picture of how they would get Gadget to come back to his cage and dictate or write sentences explaining their idea.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to use key ideas and details to retell a story,

**then . . .** use the Reading Analysis extension below to have them compare how characters solve problems.

### READING ANALYSIS

Explain to children that in *Make Way for Ducklings*, *A House for Hermit Crab*, and “Gadget Is Gone!” the characters find solutions for the problems they face. Identify the problems in each book (*Make Way for Ducklings*: Mrs. Mallard and the ducklings cannot cross the road; *A House for Hermit Crab*: Hermit Crab’s house looks plain; “Gadget Is Gone!”: Gadget is missing). For each problem, have children draw a picture of the solution from the story and discuss the characters’ solutions. Use the following questions to guide the discussion:

- **What details in your pictures are the same?** (Responses will vary.)
- **What details in your pictures are different?** (Responses will vary.)
- **How do the characters in each story solve their problem?** (Mrs. Mallard makes noise and Michael comes to help. Hermit Crab finds friends to decorate his house. The children put out grapes for Gadget.)
- **Think about how the characters solve their problems. How are the solutions alike?** (Possible response: The characters work together to solve their problems.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 18–21.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Write or draw to state an opinion.



Print upper- and lowercase letters.



# Writing

## Opinion Writing

### TELL AN OPINION

**TEACH** Explain to children that sometimes when writing a story, a writer tells a character's opinion about a particular topic. Often the writer tells one or more reasons for the character's opinion. By telling a character's opinion about a topic and the reasons for the character's opinion, the writer provides readers with more details about the character.

- **Is home important?** (Possible response: Yes, because everyone needs somewhere to live.) **What is the character's opinion about this?** (Home is important to both the Mallards and Hermit Crab.)
- **What reasons does the writer give for the character's opinion?** (The Mallards need a place that is safe and they need to be by the water. Hermit Crab is looking for his home to be big enough for him and to be pretty on the outside.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that Mrs. Mallard's opinion is that home is important. The writer tells reasons for her opinion:

"Why don't we build a nest and **raise our ducklings** right in this pond? There are **no foxes and no turtles**, and the people feed us peanuts."

**Mrs. Mallard thinks home is important because that is where she raises her family and that is where they are safe.**

Help children understand that Hermit Crab's opinion is that home is important. The writer tells reasons for his opinion:

"They have been so good to me," thought Hermit Crab. "**They are like a family**. How can I ever leave them?"

**Hermit Crab thinks home is important because that is where his friends are. His friends are like his family.**

Explain to children that the writers of both stories include a character's opinion about a particular topic and reasons for the character's opinion. The writers use these details to tell more about the characters and to encourage readers to think about their own opinions on the topic. The writers also use specific words and phrases to tell details about what happens in the story and shows details in the pictures.

**CONVENTIONS** Capitalize the Pronoun *I*

**TEACH AND MODEL** Write the following sentence on the board and read it aloud. Point to the pronoun *I*. Explain that we use the pronoun *I* when we share a detail about ourselves or tell about an opinion we have. Tell children that when we use the pronoun *I* in a sentence, it is always a capital letter, no matter where it appears in the sentence.

On Fridays **I** like to play baseball.

The pronoun *I* is a capital letter.

**APPLY** Have children practice capitalizing the pronoun *I* on p. 26 in the *Reader's and Writer's Journal*. After children dictate or write their opinion in the Independent Writing Practice, have them check to make sure the pronoun *I* is capitalized.

**PRACTICE** For independent practice, have children write their own sentences using the pronoun *I* on a separate sheet of paper.



## WRITING OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate events in a story in order.



# Opinion Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that authors sometimes write about characters' opinions in a story. Explain that children may be asked their opinion about a topic.

Give children the following example of opinions and reasons: *We have talked about our opinions in the Team Talk section of the reading. Can someone tell me what an opinion is?* (A statement that cannot be proven true, it is what someone thinks or feels.) *Remember, you should have reasons to support your opinion. If I say, "I really like that new restaurant that my parents took me to last week." You might ask me why I liked it so much. Then I would say, "They have great pizza, an arcade in one part of the restaurant, and if you go on Wednesdays, you get a free scoop of ice cream."*

**RECALL CHARACTERS' OPINIONS** The characters in the two texts thought it was very important to find good homes, for themselves and for their families. Have children recall why the characters in *Make Way for Ducklings* and *A House for Hermit Crab* made the search for their home so important.

**TELL YOUR OPINION** Take some time to give children an opportunity to practice forming and verbalizing their opinions on a given topic. Remind children to support their opinions with reasons why they feel or think the way that they do.



## Independent Writing Practice

**APPLY** Have sentence strips available for children to use to practice writing their opinions in sentence form. Sentence strips could be structured with the following words: *I think \_\_\_\_\_ because \_\_\_\_\_. I feel \_\_\_\_\_ because \_\_\_\_\_. I like \_\_\_\_\_ because \_\_\_\_\_.*

**FORMATIVE ASSESSMENT** Have children recall why finding a good home is important to the characters in *Make Way for Ducklings* and *A House for Hermit Crab*. Then have children think about what “home” means to them and whether they think finding a good home is important. Ask them to dictate or write their opinion and use details from the stories as reasons to support their opinion.

You may wish to complete this as a class activity. Have children recall what “home” means to them from your discussion in Lesson 9. Then ask children if they think that finding a good home is important. Remind children that the writers of *Make Way for Ducklings* and *A House for Hermit Crab* include reasons to support the characters’ opinions. Write children’s responses on the board or on chart paper. Give children an example of an opinion about finding a good home such as, *I think finding a good home is important for people so that they can have somewhere to sleep at night.*

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their opinions. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS


**PRONOUNS** In languages such as Spanish, Chinese, Vietnamese, Korean, and Hmong, some subject pronouns, such as *I*, can be omitted from sentences because the context indicates the subject. If children say a sentence such as *Am tired*, provide practice using the pronoun *I*.


#### STRATEGIC SUPPORT

**OPINION SENTENCES** Have sentence strips available for children to use if they struggle with forming or writing their opinions. Children may also work with a partner to practice sharing their opinions.



### OBJECTIVES

Tell about an event in the order in which it occurred.  W.K.3

Provide a character's reaction.  W.K.3

# Performance-Based Assessment

## TASK

### COMINGS AND GOINGS: HOME

Children will choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event about the animal coming and going from its home.

Children will

- describe one event.
- tell the order in which it happened.
- end with a reaction to what happened (through the animal's eyes).

Children will present their stories to the class or in small groups. The stories can be recorded and shared with others.

See p. 146 for reproducible page for distribution to children.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

# Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How can retelling help readers understand stories? How can writers use both illustrations and words to tell a story?* Then read the Performance-Based Task aloud to children.

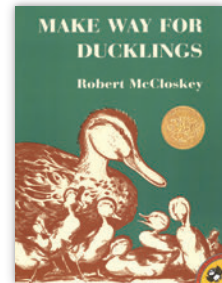
**REVISIT THE TEXT** Remind children that in *Make Way for Ducklings*, Mr. and Mrs. Mallard fly over Boston trying to find a good home to raise ducklings.

“I like this place,” said Mrs. Mallard as they climbed out on the bank and waddled along. “Why don’t we build a nest and raise our ducklings right in this pond? There are no foxes and no turtles, and the people feed us peanuts. What could be better?”

“Good,” said Mr. Mallard, delighted that at last Mrs. Mallard had found a place that suited her. But—

“Look out!” squawked Mrs. Mallard, all of a dither. “You’ll get run over!” And when she got her breath she added: “This is no place for babies, with all those horrid things rushing about. We’ll have to look somewhere else.”

*Make Way for Ducklings*, pp. 15–16



Tell children that the writer of *Make Way for Ducklings* narrated an event, telling what happened in order. First, Mr. and Mrs. Mallard climb out on the bank. Then they talk about why they think they found a good home. Next, a bike rushes past. Last, the writer tells Mrs. Mallard’s reaction. She is scared and thinks they should find a home elsewhere. Tell children that when they write the Performance-Based Task, they will also tell an event in order and provide a character’s reaction.

**SHARED WRITING** You may wish to complete this as a class activity. Have children think about the Mallards in *Make Way for Ducklings* and the Hermit Crab and other sea animals in *A House for Hermit Crab*. Remind children how the animals found their homes. For example, Hermit Crab was happy with his new shell until it started to get too snug again. The starfish leaves its home with the other starfish to help make Hermit Crab’s home look beautiful. Write down the details of the events in order. Have children explain how the character they chose reacted to leaving their home. Remind children to use sequence words and feeling words in their retellings.

# Set-Up

## ORGANIZATION

Review the animals and their homes in *Make Way for Ducklings* and *A House for Hermit Crab* by looking at the illustrations.

## MATERIALS

- paper
- pencils
- crayons
- Texts: *Make Way for Ducklings* and *A House for Hermit Crab* in the *Text Collection*

## BEST PRACTICES

- Help children understand the purpose and audience for the writing task.
- Remind children that sequence words can help tell a story in order.
- Review words children can use to describe a character's reaction.

# Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

**CHECKLIST** Read aloud a checklist that details expectations for this task. It can give points to each section so children are clear about what is going to be assessed.

**WRITING TASKS** Writing tasks can be previewed and broken down into smaller steps for clarity.

**GRAPHIC ORGANIZERS** Use the Story Sequence B graphic organizer to record story details during the Task Preparation activity. Use the T-Chart graphic organizer to record the different animals and their homes from *Make Way for Ducklings* and *A House for Hermit Crab*.

**Story Sequence B**

Title	
Characters	Setting

↓

Events 1. First	
--------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

p. TR60

**T-Chart**

--	--

p. TR61

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.



## Performance-Based Assessment

### Grade K • Unit 1 • Module A

#### TASK

### Comings and Goings: Home

Choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then write a story about how the animal chose its home and why the animal chose to leave it.

Remember to

- tell about one event from the story.
- put the details in order of how the event happened.
- explain how the animal reacted to the event.

You will share your stories with the class when you are finished.

# Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Narrative is clearly focused on an event from the text, using drawing, dictating, or writing.	Narrative is well developed and easy-to-follow using sequence and character reaction.	Narrative includes thorough and effective use of details and sequence by using adjectives and temporal words.	Narrative uses precise parts of speech, descriptive, sequencing, and feeling words to convey meaning.	Command of conventions is strongly demonstrated.
3	Narrative is mostly focused on an event from the text.	Narrative is somewhat developed but may lack clarity in sequencing and explaining character reaction to events.	Narrative includes adequate use of details and sequence by using adjectives and temporal words.	Narrative uses adequate parts of speech, descriptive, sequencing, and feeling words to convey meaning.	Command of conventions is sufficiently demonstrated.
2	Narrative occasionally loses focus on an event from the text.	Narrative is difficult to follow due to sequencing and ideas of character reaction are not connected well.	Narrative includes a few details and sequencing is difficult to follow, though some temporal words are used.	Language in narrative is not precise and uses few descriptive, sequencing, or feeling words.	Command of conventions is uneven.
1	Narrative may be confusing, unfocused on an event from the text, or too short.	Narrative has little or no order of sequence for the event and little or no description of character reaction.	Narrative includes few or no details and sequencing of the event is not in order.	Language in narrative is vague, unclear, and uses no descriptive, sequencing, or feeling words.	There is very little command of conventions.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>no response is given</li> <li>does not demonstrate adequate command of narrative writing traits</li> <li>response is unintelligible, illegible, or off topic</li> </ul>				

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# Presentation

Children can now share their writing with the class or in small groups.

- Organize the classroom: If children are sharing with the class, make sure the audience is facing the speaker. If children are sharing in small groups, arrange chairs in circles around the room.
- Review the classroom speaking rules. Remind children to speak audibly and clearly so listeners can hear and understand their ideas.
- Review the classroom listening rules. Tell the audience to face the speaker and listen attentively. Listeners should not speak during the presentation.
- Have children take turns sharing their writing with the class or their small group.
- When children are finished presenting, encourage listeners to raise their hands to share an idea or ask a question. Have the speaker answer questions about his or her writing.

# Reflect and Respond

**LOOKING AHEAD** For children who received a score of (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

**If . . .** children cannot provide details to describe an event,  
**then . . .** remind them that they should listen for words that tell key ideas and details about the event.

**If . . .** children cannot tell an event in order,  
**then . . .** have them use a sequence chart to draw the order of what happens in the stories they read and remind them to use words such as *first*, *next*, and *then*.

**If . . .** children cannot describe a character's reaction,  
**then . . .** remind them that a reaction is how a character responds to something that happens. Feeling words such as *happy*, *sad*, and *excited* are words that writers can use to tell a character's reaction.

# Path to Common Core Success

## Dig Deeply into Complex Text

### Big Ideas

- Home
- Environments

### Enduring Understandings

- **Readers** understand that asking and answering questions help a reader get information from a text.
- **Writers** understand that writers compose text with different purposes in mind.
- **Learners** understand that environmental challenges can affect living species' ability to survive and thrive.

## “Knows” and “Dos”

### ESSENTIAL QUESTIONS

How can **reading** help us to explore and understand the natural world?

How can **writers** supply information about a topic?

### MODULE GOALS

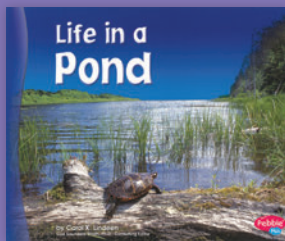
**Readers** will identify the main topic and retell key details from informational texts.

**Writers** will create a pictorial and/or written explanation of an environment they know about.

**EXPLORE CONTENT** **Learners** will identify different environments and the benefits to their inhabitants.

## Text Set

### ANCHOR TEXT



*Life in a Pond*  
**420L**  
Informational Text

### SUPPORTING TEXT



*A Bed for the Winter*  
**240L**  
Informational Text

### SLEUTH



"Mr. Squirrel"



## PERFORMANCE-BASED WRITING ASSESSMENT

### A SPECIAL HOME

Children will select one animal or plant from *Life in a Pond* or *A Bed for the Winter* and explain which home is best. Children will use a combination of drawing, writing, and dictating to explain why this home would be best.

Children will share their "Special Home" project with peers and share at least one idea and ask or answer one question about the work.

### TARGET STANDARD



**Common Core Learning Standard W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

# Vocabulary to Unlock Text

## Generative Vocabulary

*ReadyGEN* provides systems for understanding how words work. Teach **generative vocabulary** as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to [www.PearsonSchool.com/NYCReadyGEN](http://www.PearsonSchool.com/NYCReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

**BENCHMARK VOCABULARY** Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

**BY-THE-WAY WORDS** By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

**Generative Vocabulary in Speaking and Writing** Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

## ANCHOR TEXT *Life in a Pond*

**Informational Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
pond		pool, puddle	<i>Big Ideas</i>
shallow	shallowness	hollow, surface	<i>Topics</i>
lakes		basins, lagoons, reservoirs	<i>Topics</i>
forests	forested	jungles, shelters, woods	<i>Topics</i>
farms	farmer, farmland	fields, barns, pastures	<i>Topics</i>
dive	diver	dip, leap, plunge	<i>Topics</i>
underwater		sunken, submerged	<i>Topics</i>
bloom	blooming	blossom, flower	<i>Topics</i>
float		sink, light	<i>Topics</i>
together	altogether, togetherness	closely, united	<i>Topics</i>
full		overflow	<i>Topics</i>
shines	shining	gleams, shimmers	<i>Topics</i>



# Vocabulary to Unlock Text

## SUPPORTING TEXT *A Bed for the Winter*

**Informational Text** Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

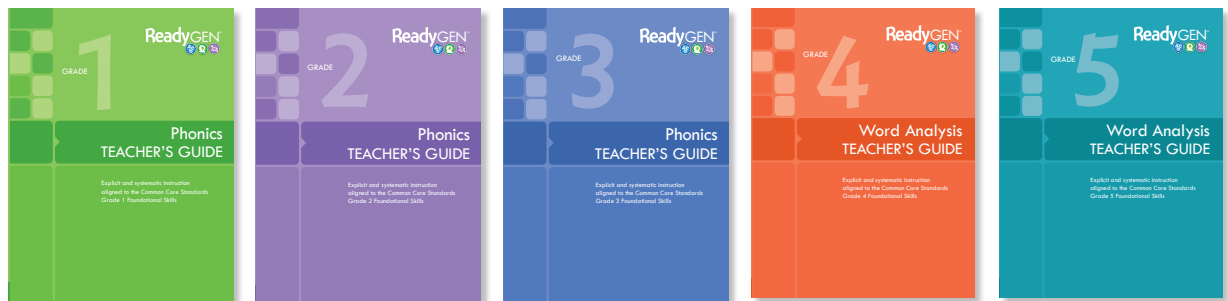
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links
<b>gathers</b>	gathering	assembles, collects	<i>Topics</i>
<b>scurries</b>	scurrying	darts, dashes, flits	<i>Topics</i>
<b>rotten</b>	rot	broken, decayed	<i>Topics</i>
<b>trembles</b>	tremor	shakes, shudders, quivers	<i>Topics</i>
<b>damp</b>	dampen, damper	soaked, soggy, wet	<i>Topics</i>
<b>frozen</b>	freezer	frigid, frosted, icy	<i>Topics</i>
<b>cling</b>	clung		<i>Topics</i>
<b>huddle</b>		cuddle, gather, pile	<i>Topics</i>
<b>swoops</b>	sweep	dives, plunges, pounces	<i>Topics</i>
<b>meadow</b>		field, pasture	<i>Topics</i>
<b>nest</b>	nesting	burrow, den, roost	<i>Big Ideas</i>
<b>cave</b>	cavern	den, lair	<i>Topics</i>

## Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.



Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit* or *Word Analysis Kit*.



## Suggested Common Core Lesson Plan

### READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

### SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

### INDEPENDENT READING

- Daily

### WRITING 30–40 minutes

- Informative/Explanatory Writing
- Independent Writing Practice
- Writing Wrap-Up

#### LESSON 1

*Teacher's Guide*, pp. 162–171

**READ Trade Book** Read the entire book.

*Life in a Pond*

**READING FOCUS** Writers understand that writers compose text with different purposes in mind.

**WRITING FOCUS** Write a list.

#### LESSON 2

*Teacher's Guide*, pp. 172–181

**READ Trade Book** pp. 4–7

*Life in a Pond*

**READING FOCUS** Readers understand that asking and answering questions help a reader get information from a text.

**WRITING FOCUS** Describe a home.

#### LESSON 6

*Teacher's Guide*, pp. 212–221

**READ Trade Book** pp. 20–21

*Life in a Pond*

**READING FOCUS** Writers understand that writers compose text with different purposes in mind.

**WRITING FOCUS** Tell information.

#### LESSON 7

*Teacher's Guide*, pp. 222–231

**READ Text Collection** Read the entire book.

*A Bed for the Winter*

**READING FOCUS** Learners understand that environmental challenges can affect a living species' ability to survive and thrive.

**WRITING FOCUS** Describe a home.

#### LESSON 11

*Teacher's Guide*, pp. 262–271

##### COMPARE

- *Life in a Pond*
- *A Bed for the Winter*

**READING FOCUS** Readers understand that asking and answering questions help a reader get information from a text.

**WRITING FOCUS** Look closely.

#### LESSON 12

*Teacher's Guide*, pp. 272–281

##### COMPARE

- *Life in a Pond*
- *A Bed for the Winter*

**READING FOCUS** Learners understand that environmental challenges can affect a living species' ability to survive and thrive.

**WRITING FOCUS** Give an explanation.

# Living Together: This Is Home

## LESSON 3

*Teacher's Guide*, pp. 182–191

**READ Trade Book** pp. 8–13

*Life in a Pond*

**READING FOCUS** Learners understand that environmental challenges can affect a living species' ability to survive and thrive.

**WRITING FOCUS** Write labels.

## LESSON 4

*Teacher's Guide*, pp. 192–201

**READ Trade Book** pp. 14–19

*Life in a Pond*

**READING FOCUS** Readers understand that asking and answering questions help a reader get information from a text.

**WRITING FOCUS** Use details.

## LESSON 5

*Teacher's Guide*, pp. 202–211

**READ Trade Book** pp. 20–21

*Life in a Pond*

**READING FOCUS** Writers understand that writers compose text with different purposes in mind.

**WRITING FOCUS** Name a topic.

## LESSON 8

*Teacher's Guide*, pp. 232–241

**READ Text Collection** pp. 34–41

*A Bed for the Winter*

**READING FOCUS** Readers understand that asking and answering questions help a reader get information from a text.

**WRITING FOCUS** Compare and contrast.

## LESSON 9

*Teacher's Guide*, pp. 242–251

**READ Text Collection** pp. 42–53

*A Bed for the Winter*

**READING FOCUS** Writers understand that writers compose text with different purposes in mind.

**WRITING FOCUS** Tell information.

## LESSON 10

*Teacher's Guide*, pp. 252–261

**READ Text Collection** Read Picture Word List.

*A Bed for the Winter*

**READING FOCUS** Readers understand that asking and answering questions help a reader get information from a text.

**WRITING FOCUS** Revise to add details.



## PERFORMANCE-BASED ASSESSMENT

*Teacher's Guide*, pp. 282–289

### TASK: A SPECIAL HOME

Children will select one animal or plant from *Life in a Pond* or *A Bed for the Winter* and explain which home is best. Children will use a combination of drawing, writing, and dictating to explain why this home would be best.

Children will share their “Special Home” project with peers and share at least one idea and ask or answer one question about the work.

# Independent Reading

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts that is listed on the opposite page to read independently or select a different text based on children's interests or your own observations of children's needs.

## ACCOUNTABLE INDEPENDENT READING

### Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

#### KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? What is the setting of the story?

#### CRAFT AND STRUCTURE

- What questions can you ask about unknown words? Where can you find the answers to your questions?
- How do you know this text is a story? What can you tell about the structure of the story?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the characters, settings, and events?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

### Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

#### KEY IDEAS AND DETAILS

- What questions can you ask about key details? Where can you find the answers to your questions?
- How are the individuals, events, ideas, or pieces of information in the text connected to each other?

#### CRAFT AND STRUCTURE

- What questions can you ask about unknown words? Where can you find the answers to your questions?
- How do the author and illustrator help tell the ideas or information in the text?

#### INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR26–TR29.

## Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

**See the Text Club Routine on pp. TR30–TR33.**

**SUGGESTED TEXTS** The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that asking and answering questions help a reader get information from a text*. As you build your Text Club library, consider using the texts below.

### ***The Best Nest***

by P.D. Eastman  
Literary Text  
Lexile 280L

### ***A Home for Bird***

by Philip C. Stead  
Literary Text  
Lexile 360L

### ***Ponds***

by Yvonne Franklin  
Informational Text  
Lexile 590L

### ***A Tree is a Plant***

by Clyde Robert Bulla  
Informational Text  
Lexile 290L

### ***Owl at Home***

by Arnold Lobel  
Literary Text  
Lexile 370L

### ***Follow the Water from Brook to Ocean***

by Arthur Dorros  
Informational Text  
Lexile 600L

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

# Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

## Reading Center

### ENDURING UNDERSTANDING FOCUS

Readers understand that asking and answering questions helps a reader get information from a text.

### CENTER TASKS

- Have children pair up and choose one page from an independent reading book, and ask a partner a question about something in the text.
- Have children discuss with a partner about why they think asking questions about a text can be helpful.
- Have children think about questions they might have that the text didn't answer. Have them think about where they could go to find the answers.

## Writing Center

### ENDURING UNDERSTANDING FOCUS

Writers understand that writers compose text with different purposes in mind.

### CENTER TASKS

- Have children look at their favorite independent reading book and discuss with a partner who has also read it what they think the author's purpose for writing was.
- Have children dictate or write a list of questions they have about how to figure out an author's purpose.

## Word Work Center

### ENDURING UNDERSTANDING FOCUS

Learners understand that environmental challenges can affect living species' ability to survive and thrive.

### CENTER TASKS

- Have children work together to create a list of words that talk about the environment and nature. Have them add to it as they read independently.
- Have children use a storyboard to show steps in an environmental process. Have them label each drawing.

## Research and Technology Center

### ENDURING UNDERSTANDING FOCUS

Learners understand that environmental challenges can affect living species' ability to survive and thrive.

### CENTER TASKS

- Have children do research about an animal that was affected by environmental change. Have them present to a small group.
- Have children research one type of environmental change and draw a picture of it. Have them label the picture, and hang the pictures somewhere in the room.



# LESSON

# 1

## LESSON 1 OBJECTIVE

Ask and answer questions about key details in a text.



## READING OBJECTIVES

Engage in group reading activities.



Identify features of informational text.



See Text Complexity Rubrics on pp. TR70–TR73.

# Read Anchor Text

## Build Understanding

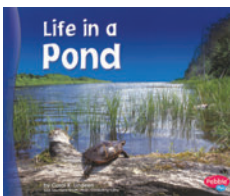
**INTRODUCE** Have children focus on the following Enduring Understanding as you read *Life in a Pond* and work through the first lesson: *Writers understand that writers compose text with different purposes in mind.*

### LESSON 1 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Introduce the book *Life in a Pond* to children. Display the front cover. Point to the title and the author's name as you read them aloud. Discuss the photographs on the front cover. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *Life in a Pond* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photographs as you read. In this first reading, children should focus on understanding what the text is about. Discuss the questions below with children.

- What is this book about?
- Which is bigger, a pond or a lake?
- What questions do you have?

Have children use p. 31 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 1  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the features of informational text. Use the following questions to lead the discussion.

- **What is this book mostly about?** (ponds) **What is a pond?** (A pond is a small body of still, shallow water.) **Key Ideas and Details**
- Display the Table of Contents. **This is a table of contents. A table of contents lists the parts of the book. It also gives the page numbers of where the sections begin.** Point to *Pond Animals* and read it aloud. **What page number does the section *Pond Animals* begin on?** (8) Continue with the other titles in the Table of Contents. **Craft and Structure**
- **BY-THE-WAY WORDS** Display pp. 16–17. **These are *cattails*. The text says that a *cattail* is a plant with a fuzzy, brown tip. Why are these plants called *cattails*?** (The fuzzy, brown tip looks like a cat's tail.)
- Display the Glossary on p. 22. **This page is called a glossary. A glossary is a list of words from the text and their meanings. The list is in alphabetical order. It follows the order of the alphabet.** Point to the word *gills* and read the definition. **What kind of animal has gills?** (a fish) **Where are gills on a fish's body?** (Gills are on the sides of a fish's head.) **Craft and Structure**
- Display the Index/Word List on p. 24. **An index is a list of what is in a book and on which pages a reader can find information about that topic. This index says insects, 10, 12. What does that mean?** (On pp. 10 and 12, there is information about insects.) **Craft and Structure**
- Display the cover. **Why did the author write this book?** (to tell information about ponds) **Craft and Structure**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**TABLE OF CONTENTS** Children may not understand the term *table of contents* because *table* has more than one meaning. Explain that the word *table* in this instance means “information arranged in rows and columns.” Then have children look at the Table of Contents page as you use your finger to show how the information is arranged in rows and columns.

## STRATEGIC SUPPORT

**TITLES IN INFORMATIONAL TEXT** Children may have difficulty understanding the purpose or function of the titles of each section. Explain that in informational texts, the titles of the sections can help readers recognize what they are about to read. The titles can also be used as a quick way to see if a section will have any information the reader is looking to find.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Identify reasons an author gives to support points in a text. 

## BENCHMARK VOCABULARY

- pond, p. 4
- shallow, p. 4

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond*, with the word *pond*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *pond*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *pond*. Repeat for the word *shallow*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 33 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** As a class, go back to the text to confirm general understanding of the information by asking and answering questions about key details. Explain that sometimes readers have questions because they need to clarify what they read. Use the **Whole Class Discussion Routine** on pp. TR10–TR13.

You may wish to provide a model through a think aloud, such as the following: *After reading about frogs in a pond, I have a question: how do frogs get the insects they eat? When I look at the photograph, I can answer my question: They can dive underwater like the ducks do.*

After the whole class has asked questions about the text, have children go back through the text to try and find answers. If answers are not available in *Life in a Pond*, discuss possible ways they can find answers to their questions.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think a pond could be in someone’s backyard? Use details from the text to support your opinion.* (Possible response: Yes, because ponds are small.)



See **Routines** on pp. TR6–TR53.

# Language Analysis

**CRAFT AND STRUCTURE** Remind children that the person who writes a text is called an author. The person who creates the pictures is called an illustrator. *The author of *Life in a Pond* is Carol K. Lindeen. There is no illustrator because the text uses photographs. Authors have a reason for writing a text. They want to write something to entertain readers, to inform readers about a topic, or to persuade readers by sharing opinions and reasons.*

**CITE TEXT EVIDENCE** Discuss with children the reason the author wrote this text.

- What does the author tell about in the text?
- What details do we learn about the topic?
- Why did the author write this book?

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Display the cover of *Make Way for Ducklings*. Have children discuss the author. Ask children to explain the reason the author wrote that story. Tell them to use a detail from the story or illustrations to support their response.

**WRITING IN RESPONSE TO READING** Have children turn to p. 37 in their *Reader's and Writer's Journal* and draw a picture that shows one thing they learned from reading *Life in a Pond*. Then have them write or dictate a word to tell about their picture. You may want to display the photographs from the text one more time.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can compose text with different purposes. Use the **Independent Reading Routine** on pp. TR26–TR29.


INDEPENDENT


## Reading Wrap-Up

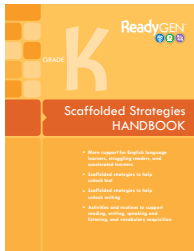


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify the main topic and reasons an author gives to support points in a text.  **RI.K.8**

Ask and answer questions about key details in a text.  **RI.K.1**



# Scaffolded Instruction for Small Group

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to identify the reason an author writes a text, **then . . .** use the Language Analysis support below to help them understand an author's purpose for writing.

**If . . .** children need extra support to understand the story, **then . . .** use the Close Reading support below.

### LANGUAGE ANALYSIS

Display the cover of *Make Way for Ducklings*. Remind children that it is a storybook. Display the cover of *Life in a Pond*, ask children if they think the author's purpose for writing is to entertain or to inform. Then model how to use clues from the text to tell the author's reasons for writing the text. Explain how the text has facts and opinion, so the author's reason for writing was to inform readers. Then have children use other events in the book to explain that the author's purpose was to inform.

### CLOSE READING

**REVISIT *Life in a Pond*** Display the photograph on p. 5 and then discuss the following questions with the group. Have children use evidence from the photograph to support their answers.

- **Look at the picture on page 5. What details can you find about the pond?** (Responses will vary.)
- **Would you like to visit the pond in the photo? Use details to support your opinion.** (Possible responses: Yes, because it looks quiet. No, because I like playing inside.)
- **Think of one question you would like to ask the photographer about this photo.** (Responses will vary.)

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to identify an author's reason for writing,

**then . . .** use the Language Analysis extension below to have children think about how the text *Life in a Pond* could be changed to present a different author's reason for writing.

### LANGUAGE ANALYSIS

Have children discuss the reasons an author writes (to entertain, to persuade, to inform). Remind children that *Life in a Pond* is written to inform readers about ponds. Ask them to think about the other reasons an author writes. Tell children to draw a picture that shows what *Life in a Pond* would be like if it was written to entertain. Use the questions below to guide the discussion.

- What would the book be like if the author had written it to entertain readers? (Possible responses: It would have characters. It would tell a story. It might be funny.)
- What would the setting of the story be? (a pond)
- What details can you add to your drawing to show that the author is writing to entertain? (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 22–25.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Use frequently occurring nouns.



# Writing

## Informative/Explanatory Writing

### MAKE A LIST

**TEACH** Explain to children that when writing informational text, a writer sometimes makes a list of important words that are in the book. These words are in the glossary. A writer will also list important ideas and names in a list called the index. Writers can also make a list to help them organize their ideas before writing.

- **What does a list look like?** (words or phrases in a certain order)
- **What are some reasons to write a list?** (Possible responses: to keep track of things you have to do, a grocery list, a list of words in a book)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see the structure of a list. Explain that a glossary is a list in alphabetical order, but lists do not always have to be in order.

**gills**—openings on the sides of a fish's head; fish breathe through gills  
**insect**—a small animal with a hard outer shell, three body sections, six legs, and two antennae; most insects have two or four wings.

The glossary lists words and their definitions.

Have children then focus on how the index is a list of important words and ideas from the book. It is in alphabetical order too.

bloom, 14  
bottom, 18  
cattails, 16  
cities, 6  
ducks, 10  
farms, 6

The index has the words in a list, with words written below each other.

Explain to children that the writer created two different lists for the book. The glossary lists words that will help readers understand what they are reading. The index lists important words and ideas in the book and where they are located in the book. Tell children that writers create lists by writing words one below the other.

### CONVENTIONS Nouns for Animals

**TEACH AND MODEL** Explain to children that a noun is a word that names a person, animal, place, or thing. Provide examples, such as *dog*, *cat*, and *rabbit*.

We have a **dog**, a **cat**, and a **bird**.

A word that names an animal is a noun.

**APPLY** Have children draw a picture of an animal. Then ask them to dictate or write a label on their drawing that names the animal. Have children share their drawing with the class. Remind them to use proper left-to-right and top-to-bottom progression when writing. Encourage children to spell the words as best they can. For additional practice with nouns for animals, have children complete the activity on p. 35 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own sentences using nouns for animals on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that when they are reading informational text, they may refer to lists, such as the glossary and index, to gain or clarify information. Writers create those lists in order to help the reader understand the topic. In an informational text, the lists should be facts about the topic. Remind children that a fact is something that can be proven true and an opinion is what someone thinks or feels. Give an example of a fact on the board and give an example of an opinion such as, *Elephants live in the rainforest. Elephants are scary.* Tell children which statement is a fact and which is an opinion.

**MAKE A LIST** Sometimes writers make a list to help them organize their ideas before they start writing. Give children an example of making a list in order to help them understand how to use it before they write. *For example, if I wanted to write a book about elephants, I might start by making a list of all the things I know about elephants.* Ask children to help you make a list on the board or on chart paper stating things they know about elephants. Some possible responses are: big, gray, live in forests or deserts, have trunks, have big ears, live in family groups.



## Independent Writing Practice

**APPLY** Explain to children that a mural is a piece of artwork, usually painted on a large area or a wall. In this case, all the children will be contributing to the making of the mural. If possible, show examples of murals in books or in pictures.

**WRITE** Tell children that they will be working on a shared writing project called “Pond Mural.” Today they will complete the first step. Have children draw and dictate or write a list of animals and plants that live in a pond. Then have them share their list with the class. Create a class list on the board. Then discuss with children how they can find out more kinds of plants and animals that live in ponds. Remind children to think about how to make a list and to think about how a reader will use a list.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their lists. If they have access to a printer, have them print out their lists.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**NOUNS** Children’s home languages also have words that name people, animals, places, and things. To help children learn English nouns, use pictures or real objects for vocabulary building.

#### STRATEGIC SUPPORT

**MAKE A LIST** For children who struggle with creating their own list, provide them with a sheet of paper that has four lines. Number the lines 1, 2, 3, 4. Tell children to draw or dictate or write one item on each line.

**LESSON 2  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVES**

Identify the main topic of a text.



Make connections between photographs and text in order to answer questions.



# Read Anchor Text

## Build Understanding

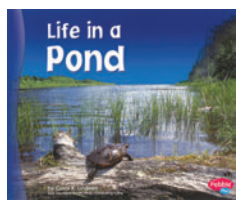
**INTRODUCE** Have children focus on the following Enduring Understanding as you read the first section of *Life in a Pond* and work through this lesson: *Readers understand that asking and answering questions help a reader get information from a text.*

**LESSON 2  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Life in a Pond* to children. Point to the title and the author's name as you read them aloud. Then display the Table of Contents. Remind children how to use a table of contents. Then point to "What Are Ponds?" and ask children to identify which page you should turn to. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 4–7 of *Life in a Pond* to children. Using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photographs as you read. In this reading, children should focus on understanding the main topic of the section and key details that support it. Discuss the questions below with children.

- Where can you find a pond?
- Where is the pond on p. 5?
- What questions do you have?

Have children use p. 31 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 2  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the key details that support the main topic. Use the following questions to lead the discussion.

- **What is the title of this section?** (“What Are Ponds?”) **How does the title of a section help readers?** (It tells readers what a section is about.)

**Craft and Structure**

- **What is a pond?** (a small body of still, shallow water) **Key Ideas and Details**
- **Look at the photograph on page 5. How do you know that this is a pond?** (Possible responses: It looks like a small body of water. The water looks still. It looks shallow.) **Integration of Knowledge and Ideas**
- **Where can you find a pond?** (in many parts of the world) **Key Ideas and Details**
- **Could you find a pond in New York City? How do you know?** (Yes, because the text says that ponds can form in cities. New York City is a city.) **Key Ideas and Details**
- **Look at the photograph on page 7. Where is this pond? How do you know?** (It is in a forest. I know a forest is a group of trees that covers a big area.) **Key Ideas and Details**
- **What questions can you ask about ponds after reading this section?** (Responses will vary.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Children may not understand the phrase “ponds form.” Explain that the word *form* means “to take shape.”

## STRATEGIC SUPPORT

**VISUAL UNDERSTANDING** Children may have difficulty understanding the size of a pond. Draw a large, a medium, and a small circle on the board. Label the smallest circle *pond*, the medium circle *lake*, and the large circle *ocean*.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Identify and discuss the main topic.

 RI.K.2

## BENCHMARK VOCABULARY

- lakes, p. 6
- forests, p. 6
- farms, p. 6



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond* with the word *lakes*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *lakes*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *lakes*. Repeat for the words *forests* and *farms*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 34 in their *Reader’s and Writer’s Journals*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation in a small group, it is important to follow rules for discussion, such as listening to others. Tell children that when they are describing places in a conversation, they should use as many details as possible. Arrange children in small groups and use the **Small Group Discussion Routine** on pp. TR14–TR17 as they describe ponds.

You may wish to provide a model through a think aloud, such as the following: *When I look at the photograph of a pond on page 5, I think that pond is in a forest. There are a lot of trees around it. The water also looks very still.*

After small groups have discussed ponds, as a class, decide on a complete description of a pond. Encourage children to use the photographs on pp. 5 and 7.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Could someone think a lake is a pond? Support your opinion.* (Possible responses: No, because lakes are bigger than ponds. Yes, because they may not have anything to compare it to.)



See **Routines** on pp. TR6–TR53.

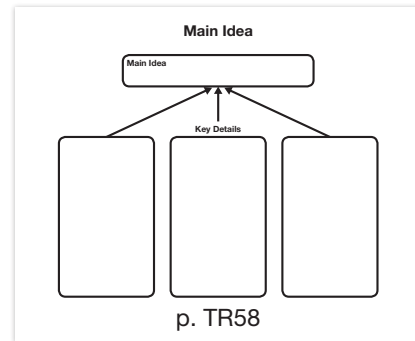
# Reading Analysis

**MAIN TOPIC** Explain to children that the main topic, or main idea, is what a text is mostly about. Most informational texts are about one topic. The topic is the focus of the text. The key details in the text tell more about the main topic, or idea.

Have children look at the cover of *Life in a Pond*. Reread the title. Discuss the main topic of the book. Write children's suggestions in the Main Idea graphic organizer. Use all suggestions and discuss with the class which topic is the main topic or idea.

**KEY IDEAS AND DETAILS** Discuss with children why they think the topic is the main topic.

- What is the book mostly about?
- What key details tell about the main topic, or idea?



## Independent Reading Practice

**READING ANALYSIS: MAIN TOPIC** Have children use the completed graphic organizer to draw a picture of the main topic, or idea, of *Life in a Pond*. Tell children to use the photographs to add details to their drawings.

**WRITING ABOUT READING** Have children draw a picture of a place where a pond can be found on a separate sheet of paper. Then on p. 37 in their *Reader's and Writer's Journal*, have them dictate or write a label for their picture that names the place.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to ask questions to gain more information from the text. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify the main topic and retell key details of a text.



Build fluency through oral reading.



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 39–40)

### ORAL READING

Distribute *I Can Read Reader 4* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story “Look at Me.” Review the irregularly spelled words, *look*, *like*, *we*, and *have*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activity.

- **What does Pam do?** (Pam follows what the narrator does.)
- **Circle the title of the story.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to identify the main topic, or idea, **then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Display the cover of *Life in a Pond*. Model how to use the cover photograph and title to identify the main topic, or idea, of the book. Then review the completed graphic organizer. Model how to use the key details in the graphic organizer to tell more about the main topic. Finally, help children draw a picture of the main topic.

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to identify the main topic, or idea,  
**then . . .** use the Reading Analysis extension below to have children identify the main topic of “A New Home for Hermit Crab.”  
 (*Text Collection*, p. 55)

### READING ANALYSIS

Have children discuss what the term *main topic* means. Then ask children to tell how they would identify the main topic, or idea, of a text. Tell children to turn to p. 55 of their *Text Collection* and review “A New Home for Hermit Crab.” Ask them to identify the main topic of the text and two key details that support that topic. Then have children draw a picture of the main topic. Use the questions below to guide the discussion.

- **What is the main topic?** (hermit crabs)
- **How does the title of the text help you identify the main topic?** (The title tells what the text is about, so it can help me identify the main topic.)
- **Why do you think the topic you identified is the main topic?** (Responses will vary.)
- **How does knowing the main topic of a text help you understand the text?** (Possible response: The main topic can help you understand what to focus on when you read.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 22–25.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Use frequently occurring nouns.



# Writing

## Informative/Explanatory Writing

### DESCRIBE A PLACE

**TEACH** Explain to children that when writing informational text, a writer uses details to describe, or tell more about, a person, place, or thing. The person, place, or thing that the informational text is about is called the topic. The details that the writer adds help the reader better understand the topic of the text.

- **What words does the writer tell about a pond?** (small, shallow, still, water)
- **How can you use the photographs to tell about a pond?** (Possible response: There are trees around a pond.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer uses specific words to describe a pond.

A pond is a **small** body of **still, shallow** water.

The word *small* describes the pond's size. The words *still* and *shallow* describe the water that makes up a pond.

Have children then focus on how the writer explains the size of a pond. Display the photographs on pp. 5 and 7. Help children identify details about ponds in the photographs.

Ponds are **smaller** than lakes.

The writer uses the word *smaller* to compare the sizes of ponds to lakes.

Explain to children that the topic of this text is about a place, a pond. In order for the children to better understand the text, they can use the photographs in the book to help them identify more details about ponds.

**CONVENTIONS** Nouns for Places

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Provide examples of nouns for places, such as *school*, *library*, and *park*.

The ducks find food in the **pond**.

A word that names a place is a noun.

**APPLY** Have children draw a picture of a place they would like to visit. Then ask them to dictate or write a label on their drawing that names the place. Have children share their drawing with the class. For additional practice with nouns for places, have children complete the activity on p. 35 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own sentences using words that name places on a separate sheet of paper.

## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that when writers write informational text, they are writing to inform, or tell, readers about a topic. Informational texts usually contain many facts about a certain topic. Remind children that a fact is something that can be proven true. Compare an informational text with a literary text by asking children the following questions.

- **How do you know that *Make Way for Ducklings* is a literary text, or a story?** (Possible response: The story doesn't tell facts about the ducks.)
- **How do you know that *Life in a Pond* is an informational text?** (Possible response: There are facts about a pond and real pictures, not drawings, of a pond.)

**DETAILS IN INFORMATIONAL TEXT** Explain to children that they will be working on the “Pond Mural” and will be telling facts about a pond through drawing and writing. As a class, go back to the text and look at the photographs. Return to pp. 4–7 in *Life in a Pond*. Ask children to tell as much detail as they can about the photographs they see. This will help them in creating their pond mural. Write down children's responses on the board or on chart paper. Use the list as a guide when children draw the mural and add details.



## Independent Writing Practice

**APPLY** Display other informational texts from the classroom library with different topics: an animal, a place, and a thing. This will give children further understanding of informational texts and their elements.

**WRITE** Remind children that they are completing a shared writing activity with the class called “Pond Mural.” Display the completed list of plants and animals that live in ponds that children worked on together. Discuss where these plants and animals live. What do we know about ponds? How can we describe a pond? Tell children that they will use the details about ponds to create a mural of a pond. They will draw the setting (a pond) on the mural and use details from *Life in a Pond*.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**LANGUAGE** As children write or dictate, supply English words if needed to express their ideas. These can be through picture and word cards.

#### STRATEGIC SUPPORT

**NOUNS** For children who struggle with nouns for places, use pictures to support comprehension. Include pictures of things or people and ask children if those pictures show nouns for places.

**LESSON 3  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVE**

Identify the main topic and retell details of a text.



# Read Anchor Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read pp. 8–13 of *Life in a Pond* and work through the lesson: *Learners understand that environmental challenges can affect a living species' ability to survive and thrive.*

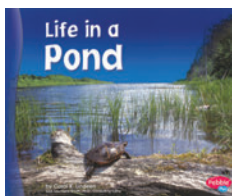
**EXPLORE POETRY** Display the poem “Daddy Fell into the Pond” on p. 61 of the *Text Collection* as you read it aloud. Ask children how they know this is a poem. Have children identify the rhyming words in the poem.

**LESSON 3  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Life in a Pond* and have children recall what the book is about. Then display p. 8 and read aloud the title *Pond Animals*. Have children talk about what they think they will learn in this part of the book. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 8–13 of *Life in a Pond* to children. Using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photographs as you read. In this reading, children should focus on the different kinds of animals that live in a pond. Discuss the questions below with children.

- How many animals live in the pond?
- Name one animal that lives in a pond.
- What questions do you have?

Have children use p. 31 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 3  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on what the animals do in a pond. Use the following questions to lead the discussion.

- Display the photograph on p. 9. **What kind of animal is this?** (a fish) **How do fish breathe in the water?** (They breathe through gills.)

**Integration of Knowledge and Ideas**

- Display the photograph on p. 11. **What are these?** (ducks) **Where do ducks look for food?** (underwater) **How do ducks look underwater for food?** (They dive under the water.) **Integration of Knowledge and Ideas**

- **What is something both ducks and fish do in a pond?** (They both swim.) **Key Ideas and Details**

- **BY-THE-WAY WORDS** Listen to this sentence: “They eat insects.” Display the glossary on p. 22. Point to the word *insect*. The glossary says that an insect is “a small animal with a hard outer shell, three body sections, six legs, and two antennae.” It also says “most insects have two or four wings.” How does the glossary help you understand what an insect is? (The glossary tells what an insect looks like. It has six legs, two antennae, and wings, just like a bug. I think an insect is a bug.)

- **What do frogs do?** (They kick and swim. They eat insects.) **Key Ideas and Details**

- **Animals need food to survive, or live. What do you think would happen if there were no insects for ducks and frogs to eat in the pond?** (They would not be able to live there.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Children may not understand that the word *in* has more than one meaning. Read aloud these sentences: “Many kinds of fish swim in a pond. Ducks swim in the water.” Explain that the first sentence means that the fish swim below the water. The second sentence means that the ducks swim on top of the water. Display the photographs on pp. 9 and 11 and point out where the animals are swimming.

## STRATEGIC SUPPORT

**FISH IN A POND** Children may have difficulty understanding that there are many different kinds of fish that can live in a pond. Display the photograph on p. 9 and explain that this is one kind of fish. If possible, show photographs of other kinds of fish that can live in a pond.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Sort words into categories.

 L.K.5.a

## BENCHMARK VOCABULARY

- dive, p. 10
- underwater, p. 10

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond* with the word *dive*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *dive*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *dive*. Repeat for the words *underwater*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 34 in their *Reader’s and Writer’s Journals*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** As a class, identify and discuss details about the animals on pp. 8–13 of *Life in a Pond*. Have them use the details to make inferences about what life is like in a pond. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR10–TR13. Remind children that they should speak clearly when in a discussion so others can understand their ideas.

You may wish to provide a model through a think aloud, such as the following: *On page 8, the text says that fish swim. They must live in the water if they swim. The picture shows a fish swimming by plants, so plants must also live in the water.*

After children have discussed details about what life is like in a pond, have them talk about challenges that animals in a pond might face, such as people playing nearby.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Which pond animal is your favorite? Support your opinion with details from the words and pictures.* (Possible response: The fish is my favorite because it looks shiny.)



See **Routines** on pp. TR6–TR53.

# Language Analysis

**CRAFT AND STRUCTURE** Explain that informational texts tell about a topic. Writers can use different words to tell about the topic. Readers can sort these words into groups, or categories, to help them better understand the topic of the text.

**CITE TEXT EVIDENCE** Display the Two Sorting Boxes graphic organizer. Reread pp. 8–13 of *Life in a Pond*, pausing after each page to ask the following questions. Write animal names in the first box and action words in the second box.

Two Sorting Boxes


p. TR64

- What word names an animal?
- What words tell what the animal does?

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children tell how the words in each box are related. Then have them act out the words in the second box. Ask children how sorting the words into categories helps them better understand the topic of this section of the text.

**WRITING IN RESPONSE TO READING** Display the photograph on p. 9. Have children identify details about the fish in the photograph. Then have them dictate or write one detail about the fish on p. 37 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that environmental changes can affect the ability of living things to survive and thrive. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT


## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap Up Routine** on pp. TR46–TR49.

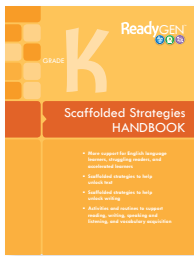


## READING OBJECTIVES

Analyze words sorted into categories.  L.K.5.a

Ask and answer questions about key details in a text.

 RI.K.1



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to analyze the sorted words,  
**then . . .** use the Language Analysis support below to help them work through the graphic organizer.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading support below.

## LANGUAGE ANALYSIS

Read the words in the first box of the graphic organizer. Explain to children that these words name animals. Then read the words in the second box. Act out each word and have children copy your actions. Ask them to tell how the words are alike. (They name actions. They name things animals can do.) Label the sorting boxes with the titles *Animal Names* and *Things Animals Do* and read the titles aloud. Guide children to understand that sorting the words into categories helps them understand that this section of the text is about pond animals and what they do.

## CLOSE READING

**SLEUTH WORK** Read “Gadget Is Gone!” on p. TR4 in this Teacher’s Guide. Then guide children through a close read of the text, focusing on key details and vocabulary.

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

- Reread paragraphs 12 and 13. **Think about what children in a class do when the teacher asks a question. What do you think the sentence “Several hands popped up in the air” means?** (Some children raised their hands.)
- **What are Ms. Kinsey’s classroom rules about speaking to others?** (Raise your hand. Wait your turn. Don’t yell at others.)
- **What different solutions does the class suggest for finding Gadget?** (get students to search the school, bring in a dog to sniff for Gadget, get a new guinea pig, put out some grapes)

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to analyze sorted words,

**then . . .** use the Language Analysis extension below to have children sort and analyze words and phrases from “Gadget Is Gone!”

### LANGUAGE ANALYSIS

Have children listen as you read aloud “Gadget Is Gone!” Write the following words and phrases on the board: *empty, guinea pig, loves grapes, lost, gone, munching*. Read the words aloud. Have children work in pairs to sort the words into two categories. Provide them with a graphic organizer showing two sorting boxes, and have children copy the words into the boxes. Have them dictate or write a label for each box. Then have children discuss how sorting the words into categories helps them understand the topic of the story. Use the following questions to guide the discussion:

- **What words or phrases did you write in the first box?** (empty, lost, gone)
- **How are the words alike?** (They tell about the problem in the story.)
- **What words or phrases did you write in the second box?** (Guinea pig, loves grapes, munching)
- **How are the words alike?** (They tell about Gadget.)
- **What label can you write for each box?** (*Problem* and *Gadget*)
- **What is the story about?** (The story is about a lost guinea pig named Gadget.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 22–25.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.

W.K.2

Use frequently occurring nouns.

L.K.1.b

# Writing

## Informative/Explanatory Writing

### WRITE LABELS

**TEACH** Explain to children that when writing an informational text, a writer sometimes includes photographs or illustrations with labels. A label is a word or phrase added to a picture to name a person, animal, place, or thing in the picture. The label tells the reader the name of the person, animal, place, or thing.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Using pp. 8–13 of *Life in a Pond*, model for children how to add labels to photographs. Display the photograph on p. 9:

Many kinds of **fish** swim in a pond. Fish breathe through **gills**.

I can add the labels **fish** and **gills** to the photograph.

Use self-stick notes to label the fish and the gills in the photograph. Then display the photograph on p. 11:

**Ducks** swim in the water.

I can add the label **duck** to the photograph.

Explain to children that writers can include photographs or illustrations in a book to help readers understand what someone or something looks like. Labels can help readers understand what a picture shows.

Explain to children that in this particular informational text, there are not labels with the photographs. Labels are sometimes come in the form of captions in other types of texts. Tell children that labels are a good for readers to reference if they want to go back into the text quickly to look something up.

### CONVENTIONS Nouns for Things

**TEACH AND MODEL** Remind children that nouns are words that can name animals and places. Tell them that nouns can also be words that name things. Write the following sentences on the board and read them aloud. Point out that the nouns in the sentences name things.

The park has **trees** and **flowers**. I like to play on the **swings**.

**Words that name things are nouns.**

**APPLY** Have children identify nouns that name things in the classroom. Write the nouns in a list on the board. Then have children practice using nouns that name things on p. 35 in their *Reader's and Writer's Journal*.

**PRACTICE** For independent practice, have children write their own sentences using nouns for things on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that not all informational texts will have labels or captions to explain what the photograph or illustration is showing. In *Life in a Pond*, the text goes along with the photograph but there is more detail in the photograph than is written in the text.

**WRITE A LABEL** Give an example of adding labels to a photograph or illustration. Choose an informational text from the classroom library. Briefly display some of the pictures from the text, without reading the words. Have children give suggestions of items that could be labeled in this text. Write the labels, or have children volunteer to write the labels, to add to the text. Then ask children the following questions:

- How did you choose which item to label from the picture?
- How did you know what the item was without reading the words?

Then read the words on the pages that coincide with the pictures that the children labeled. Ask children if their labels match the words and the pictures from the text.



## Independent Writing Practice

**APPLY** Have children revisit their drawing of the “Pond Mural.” Discuss what animals and plants they wish to draw in the mural. Display the list of animals and plants they created in Lesson 1. Ask children if there are any other plants or animals they would like to add to the list and then add to the mural.

**FORMATIVE ASSESSMENT** Tell children they will continue their shared writing project called “Pond Mural.” Display the class list that children completed in Lesson 1. Have the class draw the plants and animals in the pond mural. Then have children copy the plant and animal names onto selfstick notes and place them on the mural to label their drawings. Remind children that the label should be placed beside the animal or plant it names.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their labels. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**NOUNS** Children’s home languages also have words for people, places, animals, and things. To help them learn nouns for things, point to objects in the classroom and have children say the name for the object in their home language. Then say the name of the object in English and have children repeat after you.

#### STRATEGIC SUPPORT

**LABELS** If children have difficulty placing labels in the correct place on the mural, have children point to the plants or animals one at a time and review their names. Then have them read the word on the label and place it next to the plant or animal it names.

**LESSON 4  
OBJECTIVE**

Engage in group reading activities.

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.



Describe the relationship between photographs and the text in which they appear.



# Read Anchor Text

## Build Understanding

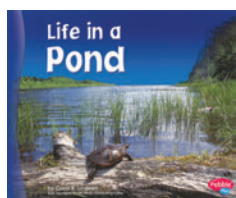
**INTRODUCE** Have children focus on the following Enduring Understanding as you read the section “Pond Plants” in *Life in a Pond* and work through this lesson: *Readers understand that asking and answering questions help a reader get information from a text.*

**LESSON 4  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Life in a Pond* to children. Point to the title and the author’s name as you read them aloud. Then display the Table of Contents. Remind children how to use a table of contents. Then point to “Pond Plants” and ask children to identify which page you should turn to. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 14–19 of *Life in a Pond* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photographs as you read. In this reading, children should focus on asking and answering questions about the text to better understand it. Discuss the questions below with children.

- What does the text say grows in the water?
- What shines on the water to help plants grow?
- What questions do you have?

Have children use p. 32 in their *Reader’s and Writer’s Journal* to record their response to one of the questions. Use children’s responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 4  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the key details in the text and the photographs. Use the following questions to lead the discussion.

- **What is the title of this section?** (“Pond Plants”) **How does the title of a section help you when you are reading?** (Possible response: I know that I will learn about pond plants in this section.) **Craft and Structure**
- **What kinds of plants grow in a pond?** (water lilies and cattails) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Look at the photograph on page 15. What details can you tell about *water lilies* just from the photograph? (Water lilies have white flowers with yellow in the middle. Their leaves are big and flat.) **Integration of Knowledge and Ideas**
- **Why do you think the plants on page 17 are named *cattails*?** (A cattail has a brown, fuzzy tip that looks like a cat tail.) **Key Ideas and Details**
- **Look at the photograph on page 17. What other details do you notice about cattails?** (They have long green leaves.) **Integration of Knowledge and Ideas**
- **Why is it important that sunlight shines through pond water?** (It is important because it needs to reach the plants that grow on the bottom of the pond. All plants need sunlight.) **Key Ideas and Details**
- **Look back through the pages of “Pond Plants.” What questions do you have?** (Responses will vary.) **Why is asking and answering questions about a text important?** (It helps readers get information they need from a text.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Children may not understand the word *tip* in reference to the cattails. Explain that *tip* means “the end part.” Have children hold up one hand. Ask them to use their other hand to point to the tip of each of their fingers.

## STRATEGIC SUPPORT

**MAKING CONNECTIONS** Children may have difficulty understanding why it is important to know that sunlight reaches the bottom of the pond. Remind children that plants are living things. They need water, food, sunlight, and shelter to survive.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Identify and discuss the main topic.

 RI.K.2

## BENCHMARK VOCABULARY

- bloom, p. 14
- float, p. 14



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond* with the word *bloom*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *bloom*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *bloom*. Repeat for the word *float*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 34 in their *Reader’s and Writer’s Journals*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation in a small group, it is important to speak clearly. Arrange children in small groups. Use the **Small Group Discussion Routine** on pp. TR14–TR17 and have children use details from the text to talk about pond plants.

You may wish to provide a model through a think aloud, such as the following: *Water lilies are interesting plants. They grow on top of the water. I wonder if they have stems that are under the water.*

After small groups have discussed pond plants, have volunteers share some information that was talked about in their small group. Have children share any questions that came up.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think cattails is a good name for that plant?* (Possible responses: Yes, because I think they do look like cat tails. No, because I don’t think they look like cat tails.)



See **Routines** on pp. TR6–TR53.

# Language Analysis

**WORD MEANINGS** Explain to children that sometimes texts have words that readers can use in their daily lives. Readers can think about how they can make real-life connections between words in the text and their use.

Use a Three-Column Chart graphic organizer. Write the words *float*, *fuzzy*, and *bloom* as the titles of the columns. Reread the sentences from the text that use each word. Point to each word in the sentence. Write their definitions in the columns under the appropriate words.

**CITE TEXT EVIDENCE** Discuss with children how they can use these words in their everyday lives. Write children's responses in the appropriate columns.

- What are other things you know that can float?
- What are other things you know that feel fuzzy?
- What are other things you know that bloom?

**Three-Column Chart**




p. TR62

# Independent Reading Practice


**LANGUAGE ANALYSIS: WORD MEANINGS** Have children use the chart to draw a picture of something that can *float*, something that is *fuzzy*, and something that *blooms*. Have them dictate or write labels for their drawings.

**WRITING IN RESPONSE TO READING** Display the cover of *Life in a Pond*. Tell children that the turtle needs water, food to eat, and shelter. Ask children to decide if they think the turtle would survive in or near a pond. Have children turn to p. 38 in their *Reader's and Writer's Journal* and dictate or write their opinion.



 **ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to ask questions about the text. Use the **Independent Reading Routine** on pp. TR26–TR29.

## Reading Wrap-Up

 **SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap Up Routine** on pp. TR46–TR49.

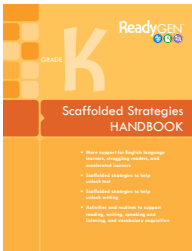
## READING OBJECTIVES

Identify a real-life connection between words from the text and their use.

 L.K.5.c

Build fluency through oral reading.

 RF.K.4



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 39–40)

### ORAL READING

Have children revisit their *I Can Read Reader 4*. Review story words that children may need help reading such as, *look*, *me*, and *like*. Read aloud each sentence and have children repeat after you. Ask the following question and have children complete the following activity.

- Why do Pam and the narrator have to sit? (They are tired from all the things they are doing.)
- Underline something that Pam does.

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to identify the real-life connections between the words and their use,

**then . . .** use the Language Analysis support below.

### LANGUAGE ANALYSIS

Display the completed Three-Column Chart. Review the meanings of each word. Use the meanings in sentences. Provide objects or pictures that display the meanings of the words, such as a ping pong ball in cup of water for *float*, cotton ball for *fuzzy*, and a silk flower for *bloom*. Help children use the objects or picture to come up with their own ideas of real-life ideas for *float*, *fuzzy*, and *bloom*.

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to identify real-life connections between words and their use,

**then . . .** use the Language Analysis extension below to have children use those words in complete sentences.

### LANGUAGE ANALYSIS

Have children review the meanings of the words *float*, *fuzzy*, and *bloom* using the Three-Column Chart. Ask children if they can add any other objects to the lists. Then ask children to use each of the words in complete sentences. Use the questions below to guide a discussion about the words and their meanings.

- **How do you know a rubber duck floats in water?** (It stays on top of the water.)
- **How can you decide if a kitten is fuzzy?** (I can feel it.)
- **What other plants can be bloom?** (Possible responses: trees, bushes, vegetables, or herbs)
- **Why do you think it is important to identify connections between what a word means and how you can use the word in your life?** (Possible response: Making a connection can help me better understand what a new word means.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 22–25.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Use frequently occurring nouns.



# Writing

## Informative/Explanatory Writing

### USE DETAILS

**TEACH** Explain to children that when writing informational text, a writer uses facts, things that can be proven true, to tell more about a topic.

- **What is a fact?** (a statement or piece of information that can be proven true)
- **How do facts help readers learn about things?** (Possible response: Facts tell readers things they might not have known before.)
- **What facts do you know about ponds?** (Possible responses: they are shallow, they are smaller than lakes, water lilies grow there)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children see that the writer tells facts about life in a pond.

Water lilies **grow in ponds**.

The phrase *grow in ponds* tells one fact about where water lilies can be found.

Have children then focus on another fact about life in a pond.

Sunlight reaches plants that grow on the **bottom of the pond**.

The phrase *bottom of the pond* tells about where plants can grow in a pond.

The writer uses facts to tell about plants that grow in ponds. The topic of the book is *ponds* and these facts tell true information about that topic.

Explain to children that the topics that informational texts are usually about are people, places, animals, or things. Remind children that these words are called nouns.

**CONVENTIONS** Nouns for People

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Provide examples of nouns for people, such as *teacher*, *man*, and *dancer*.

She sees the **zookeeper** feed the elephants.

A word that names a person is a noun.

**APPLY** Have children draw a picture of a person they know. Then ask them to dictate or write a label on their drawing that names the person. Have children share their drawing with a partner. For additional practice with nouns for people, have children complete the activity on p. 36 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own sentences using nouns on a separate sheet of paper.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Gather information to answer a question.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that nouns name a person, place, animal, or thing. Use the following exercises to reinforce the use of nouns and introduce gathering facts, or conducting research, to write informational texts.

**MAKE A LIST** On the board or on chart paper, make a list of nouns that children can use and refer to in their writing. Label the list with four different columns; people, places, animals, things. Give one example for each of the categories and then ask children to give suggestions to add to the list. Display the list in an easily accessible area so that children can use the words in their writing when needed.

**GATHER FACTS** Introduce the idea that writers of informational text need to gather facts from different sources in order to write their books. This is called conducting research. Explain to children that even they can conduct research to gain knowledge and then write facts about a topic. For example, choose an object that you have in the classroom, like a class pet, or it could be a tree outside the classroom. For the example of the tree, use questions such as the following to prompt children to gather facts:

- **What do we know about the tree?** (it is tall, has a brown trunk, green leaves)
- **Are those facts or opinions about the tree?** (facts) **Why?** (The statements can be proven true, we can look at the tree and see that it is tall, has a brown trunk, and green leaves.)
- **So if we wanted to write a book about this tree, we could include those facts. We just conducted research, or gathered facts about a topic.**



## Independent Writing Practice

**APPLY** Remind children that someone has already conducted the research for the text and information in *Life in a Pond*. Tell them that they will be revisiting the text to find facts about the plants and animals to add to their mural.

**WRITE** Tell children that they will be continuing their shared writing project “Pond Mural.” Review the facts in the sections “Pond Animals” and “Pond Plants.” Then ask children to look at the class mural they have created. Tell them to choose one plant or animal from the mural. Have children dictate or write a fact about that plant or animal.

If you wish to complete this as a class activity, have children give suggestions of facts about the plants and animals in the mural. Write the facts on a piece of paper and keep it close to the mural for visitors and guests to see as well as the children to revisit as they work with the mural in future lessons.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their facts. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**NOUNS** Children’s home languages also have words that name people. Help children identify the English word for the word they know in their home language.

#### STRATEGIC SUPPORT

**NOUNS** Children may use people’s names as nouns for people. Explain that people’s names are proper nouns and need to be capitalized. Ask children to think about other ways to name a person, such as *librarian*.



# LESSON

# 5

## LESSON 5 OBJECTIVES

Ask and answer questions about key details in a text.



## READING OBJECTIVES

Identify the main topic and key details of a text. RI.K.2

Engage in group reading activities. RI.K.10

# Read Anchor Text

## Build Understanding

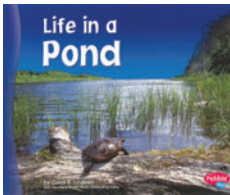
**INTRODUCE** Have children focus on the following Enduring Understanding as you read pp. 20–21 of *Life in a Pond* and work through the lesson: *Learners understand that environmental challenges can affect a living species' ability to survive and thrive.*

### LESSON 5 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the photographs on pp. 8–17 of *Life in a Pond*. Have children recall the different animals and plants that live in a pond. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 20–21 of *Life in a Pond* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustration as you read. In this reading, children should focus on the main topic of this section of the text. Discuss the questions below with children.

- Who lives together in a pond?
- What do ponds provide to life?
- What questions do you have?

Have children use p. 32 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 5  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details in the words and illustration. Use the following questions to lead the discussion.

- Listen closely to this sentence: “Many plants and animals live together in ponds.” What does it mean to *live together*? (live in the same place; help each other) **Craft and Structure**
- The text says that animals find food in ponds. What are some ways animals find food? (They dive underwater. They find insects.) **Key Ideas and Details**
- Look at the picture. Which animal did you learn about earlier in the book? (the frog) **Key Ideas and Details**
- Display the photographs on pp. 15 and 21. How are these frogs alike? (They both swim. They both live in a pond.) How are they different? (One frog is green. One frog has black spots.) **Integration of Knowledge and Ideas**
- What would happen if the plants could not get enough pond water? (They would not be able to grow.) **Key Ideas and Details**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**FOCUS ON VOCABULARY** Children may struggle to recall vocabulary as they answer questions using information from previous pages in the book. Read the pages aloud and have children identify words they can use to answer the questions. Review the meanings of the words with children, if necessary.

## STRATEGIC SUPPORT

**COMPARE AND CONTRAST** Children may have difficulty comparing and contrasting the frogs in the photographs on pp. 15 and 21. Draw a Venn Diagram on the board. Display the photographs one at a time and have children identify details about the frog in the picture. Record the details in the diagram. Then have children use the Venn Diagram to talk about how the frogs are alike and different.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Describe the connection between two ideas or pieces of information in a text. 

## BENCHMARK VOCABULARY

- together, p. 20



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond* with the word *together*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *together*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *together*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the word on p. 34 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** Have children work with a partner to discuss the photograph. Remind them to speak clearly so their partner can understand their ideas. Use the **Think-Pair-Share Routine** on pp. TR6–TR9 and the following prompts to guide the discussion:

- What animals do you see?
- What are the animals doing?
- What else do you notice about the picture?

After pairs are finished discussing the photograph, have them share their ideas with the class. Then have children discuss how the picture helps them understand the words in the text.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think plants and animals that live together help each other survive?* (Possible responses: Yes, because they live in the same place so they probably help provide each other with food and other things they need. No, because plants need sunlight and water. Animals can’t help them with those things.)

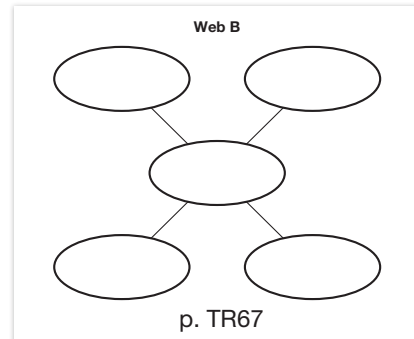


# Reading Analysis

**MAKE CONNECTIONS** Remind children that writers of informational texts tell ideas and information about a topic. The ideas and information are often connected. Sometimes readers can compare and contrast details. Sometimes readers can find details that support an idea or piece of information. Readers can make connections between ideas and pieces of information to better understand a text.

**CITE TEXT EVIDENCE** Display the Web B graphic organizer. Write *Plants and animals live together in ponds* in the center circle. Have children identify details in the text that connect to this idea. Guide children with the following questions:

- What plants live in a pond?
- What animals live in a pond?



## Independent Reading Practice

**READING ANALYSIS: MAKE CONNECTIONS** Read aloud this sentence from p. 20: “Animals find food in ponds.” Have children draw or write the idea in the center circle of a web. Read aloud pp. 10–13 of the text. In the outer circles, have them draw or write details that connect to the idea in the center circle. Have children discuss how the ideas and pieces of information are related.

**WRITING IN RESPONSE TO READING** Ask children to think about the plants and animals they have read about. Have them turn to p. 38 in their *Reader’s and Writer’s Journal* and dictate or write to tell how the plants and animals live together in a pond. You may wish to review the ideas in the class web before children begin writing.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that environmental changes can affect the ability of living things to survive and thrive. Use the **Independent Reading Routine** on pp. TR26–TR29.


INDEPENDENT


## Reading Wrap-Up




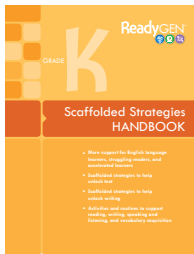
**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today’s reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Describe the connection between two ideas or pieces of information in a text.  RI.K.3

Ask and answer questions about key details in a text.  RI.K.1

Identify similarities in and differences between two texts.  RI.K.9



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to make connections between ideas and pieces of information in *Life in a Pond*,

**then . . .** use the Reading Analysis support below to help them identify details in the text that support the idea.

**If . . .** children need extra support to understand the story,

**then . . .** use the Close Reading support below.

## READING ANALYSIS

Display the web and write *Animals find food in ponds* in the center circle. Read aloud p. 10. Explain to children that the second sentence says that ducks eat insects. Add the detail to the web. Ask children what else they learn about how ducks find food. (They dive underwater.) Add the detail to the web. Read aloud p. 12 and help children identify the detail that tells what frogs eat. Guide children to understand that these pieces of information are related because they tell how pond animals find food.

## CLOSE READING

**REVISIT *Life in a Pond*** Read the first sentence on p. 20 aloud and then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers. You may wish to display the pictures on pp. 8–17 to remind children of what they have learned.

- **What are some plants that live in a pond?** (water lilies, cattails)
- **What are some animals that live in a pond?** (fish, ducks, frogs)
- Display the picture on p. 21. **Do you think fish, ducks, and frogs are the only animals that live by a pond?** (no) **Why do you think so?** (The picture shows another animal. The sentence says there are many animals that live by ponds.)

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children are able to make connections between ideas and pieces of information in *Life in a Pond*,

**then . . .** use the Reading Analysis extension below to have children connect ideas and pieces of information from *Life in a Pond* and the article “A New Home for Hermit Crab.”

### READING ANALYSIS

Read aloud the article “A New Home for Hermit Crab” on pp. 55–57 of the *Text Collection*. Give children a web with *Animals live together in tide pools* in the center circle. Have them draw or write details from the article about the animals that live together in a tide pool. Then have children work with a partner to compare and contrast the *Plants and animals live together in ponds* web that the class completed together and the *Animals live together in tide pools* web. Have partners discuss how the information in the two texts is similar and different. Use the following questions to guide the discussion:

- **How are the two webs alike?** (They are both about animals that live together.)
- **How are the two webs different?** (One is about plants and animals that live in a pond. One is about animals that live in a tide pool.)
- **How is the information in the two texts alike?** (They are both about animals that live together in water. They both tell about what life is like in a certain place.)
- **How is the information in the two texts different?** (*Life in a Pond* is about pond plants and animals. “A New Home for Hermit Crab” is about the life of a hermit crab and the animals it lives with.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 22–25.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Form regular plural nouns by adding s.



# Writing

## Informative/Explanatory Writing

### NAME A TOPIC

**TEACH** Explain to children that when writing informational texts, writers often name the topic they are writing about. Remind children that a topic is what the text is mostly about. The writer can name the topic by writing a heading. A heading is a word or phrase at the top of a section of text that tells what the section is about. The writer can also name the topic by writing a topic sentence. A topic sentence is a sentence that tells the reader what the text or a section of the text is about.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer uses a heading to tell what this section of the text is about:

Living Together

The writer uses the heading *Living Together* to name the topic. The section tells about plants and animals living together.

Help children understand that the writer also uses a topic sentence to tell readers more details about the topic of the section:

Many plants and animals live together in ponds.

The topic sentence of the section is about how plants and animals live together.

Explain to children that the writer includes a heading and a topic sentence to name the topic of this section of the text. The writer of an informational text names the topic so readers know what the topic of the text is.

**CONVENTIONS** Nouns for More Than One

**TEACH AND MODEL** Remind children that a noun is a word that names a person, animal, place, or thing. Explain that sometimes a noun names more than one person, animal, place, or thing. When a noun names more than one, it usually ends with -s. Read the following nouns aloud. Then say the nouns again, adding -s to the end. Have children repeat after you. Write the plural nouns on the board.

duck   forest   farm   frog   cat   tail

**APPLY** Write the nouns *pond*, *plant*, and *insect* on the board and read them aloud. Have children add -s to the ends of the words to form plural nouns. For additional practice with forming plural nouns, have children complete the activity on p. 36 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own sentences using plural nouns on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that writers choose topics and then structure the text around that topic. This includes headings and topic sentences. Give an example to children about how a writer might choose a heading and topic sentence for their text.

- If I am writing a book about whales, what might be the title of the book? (Possible response: Whales of the Ocean.)
- In my new book, Whales of the Ocean, there are a few different sections. These sections have headings. What are two headings that could be in my book? (Possible responses: Getting Food or Swimming to Safety.)
- If the heading on my first page is Getting Food, what could the first sentence, or the topic sentence be? (Possible response: Some whales spend much of their day hunting for food.)

**HEADINGS** Take some time to go over your example above with the children. Explain to them that some, not all, informational texts will have headings for the reader to identify what the section will be about.

**TOPIC SENTENCES** Then explain that most informational texts will have a topic sentence in the beginning that tells the reader what the book or section will be about.



## Independent Writing Practice

**APPLY** Remind children how the writer of *Life in a Pond* uses a heading and a topic sentence to name and tell about the topic of the section.

**WRITE** Point to the shared writing project “Pond Mural” and have children review the information. Ask them to identify possible topics about the mural. Create a class list on the board. Choose one topic and write a heading to name the topic. Then write a sentence that tells the topic. Have children draw a picture to illustrate the heading and sentence. Have them copy the heading from the board above their picture.

You may wish to complete this as a class activity or in small groups. Children may work together in small groups to illustrate the heading and sentence.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their heading and sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today’s writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PLURAL NOUNS** In some languages, including Chinese, Hmong, and Vietnamese, nouns do not have plural forms. Instead, the plural is indicated with an adjective. Demonstrate plural nouns using objects in the classroom. For example, hold up one pencil and say “pencil.” Then hold up three pencils and say “pencils.” Continue with other objects.

#### STRATEGIC SUPPORT

**HEADINGS** For children who struggle to dictate or write a heading for their picture, you may wish to write the headings from *Life in a Pond* on the board. Discuss the topics in the book and model how to write a heading that names the topic.

**LESSON 6  
OBJECTIVE**

Ask and answer questions about key details in a text.

**READING  
OBJECTIVE**

Identify reasons an author gives to support points in the text.



# Read Anchor Text

## Build Understanding

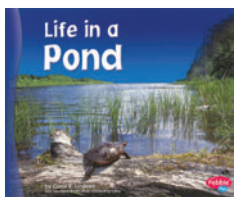
**INTRODUCE** Have children focus on the following Enduring Understanding as you read the section “Living Together” in *Life in a Pond* and work through this lesson: *Writers understand that writers compose text with different purposes in mind.*

**LESSON 6  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display pp. 20–21 of *Life in a Pond* to children. Point to the section title as you read it aloud. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 20–21 of *Life in a Pond* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photograph as you read. In this reading, children should focus on connecting the information in the rest of the book to the opinion expressed by the author in this section. Discuss the questions below with children.

- What does the text on p. 20 say about plants?
- How does the text on p. 20 agree with the text on pp. 14–19?
- What questions do you have?

Have children use p. 41 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 6  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the author's opinion. Use the following questions to lead the discussion.

- What is the title of this section? ("Living Together") How does the title of a section help you when you are reading? (Possible response: I know that I will learn something about living together at a pond.)

**Craft and Structure**

- What do animals do at a pond? (They find food at ponds.) **Key Ideas and Details**
- Why do plants need pond water? (They need pond water to grow.) **Key Ideas and Details**
- Listen closely to this sentence: "Ponds are full of life." This is an opinion. It tells what the author thinks about ponds. What detail on page 20 tells us one way a pond is full of life? (Possible responses: Animals find food in ponds. Animals are living things.) **Integration of Knowledge and Ideas**
- Remind children that authors write for different reasons. Why do you think the author included this section in the book? (Possible response: The author wanted to inform readers about how plants and animals live together in ponds.) **Key Ideas and Details**


Scaffolded  
Instruction**ENGLISH LANGUAGE LEARNERS**

**LIVING THINGS** Children may struggle to understand that plants need water to grow. Remind children that plants are living things. They need food, water, shelter, and sunlight to survive.

**STRATEGIC SUPPORT**

**UNDERSTANDING THE TEXT** Children may have difficulty understanding that when the text says "plants and animals live together in ponds," it also means the plants and animals that live around ponds, such as the raccoon in the photograph. A raccoon does not live in a pond, but rather around it. It uses the pond for drinking water and maybe finding food.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Identify and discuss the author's reasons to support an opinion. 

## BENCHMARK VOCABULARY

- full, p. 20

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *Life in a Pond* with the word *full*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *full*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *full*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing the word on p. 43 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.



## Text-Based Conversation



**COLLABORATE** Remind children that when they have a conversation with the whole class, it is important to speak audibly and clearly when expressing thoughts, and ideas. Have children share what they have learned about ponds. Remind them to refer to photographs and details in the text. Use the **Whole Class Discussion Routine** on pp. TR10–TR13 and the questions below to guide the discussion.

- What kinds of animals live in a pond?
- What do those animals do?
- How do plants and animals live together in a pond?

After the class has shared what they have learned, look back through the text to ask questions about more information they would like to know about ponds. Encourage children to share any questions they have.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. [Look at the photograph on page 21.](#) [Do you think this is a good photograph to show plants and animals living together at a pond?](#) (Possible response: No, because it does not show the animals doing anything together.)



See **Routines** on pp. TR6–TR53.

## Reading Analysis

**AUTHOR'S REASONS** Explain to children that an opinion is something a person thinks or believes. When an author writes an opinion, he or she will need to support the opinion with reasons.

Review the author's opinion on p. 20 of *Life in a Pond*: "Ponds are full of life." Discuss with children what makes this sentence an opinion. (It is something the author believes. Not everyone will believe that ponds are full of life.)

**CITE TEXT EVIDENCE** Write the author's opinion, "ponds are full of life," on the board. As a class, review the information presented in the text to find reasons the author uses to support the opinion. Write the facts, or support, in a list below the author's opinion.

- What do you think it means to be "full of life"?
- How do plants show that a pond is full of life?
- How do animals show that a pond is full of life?

## Independent Reading Practice

**READING ANALYSIS: AUTHOR'S REASONS** Have children find facts that support the statement "Animals find food in ponds" on p. 20. Tell children to use the text and photographs from the book to find support. Have them dictate or write the reasons in a list. Then have them use the reasons to explain how they support the statement.

**WRITING IN RESPONSE TO READING** Display the cover of *Make Way for Ducklings*. Review the key events of the story. Then display the cover of *Life in a Pond*. Ask children to think about whether the duck family from *Make Way for Ducklings* would like to live in the pond from *Life in a Pond*. Have children dictate or write their opinion on p. 47 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can compose text with different purposes. Use the **Independent Reading Routine** on pp. TR26–TR29.


## Reading Wrap-Up

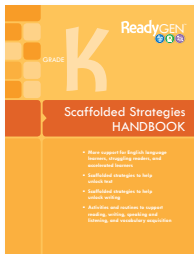


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Identify and discuss reasons an author uses to support an opinion.  **RI.K.8**

Ask and answer questions about key details in a text.  **RI.K.1**



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to identify the reasons the author uses to support an opinion,

**then . . .** use the Reading Analysis support below to help them identify facts.

**If . . .** children need extra support to understand the text,

**then . . .** use the Close Reading support below.

## READING ANALYSIS

Write the statement *animals find food at ponds* on the board. Model how to use the rest of the book to find support for this statement. Turn to pp. 10–11. Read aloud how ducks find food. Write the support on the board. Continue with the facts on pp. 12–13. Finally, model how to use those facts to explain how they support the statement.

## CLOSE READING

**REVISIT *Life in a Pond*** Read aloud the sentences on p. 20: “Animals find food in ponds. Plants need pond water to grow.” Then discuss the following questions with the group. Have children use evidence from the words and illustration to support their answers.

- **What is one thing pond plants need?** (pond water)
- **Do you think pond plants and animals need the same thing?** **Say your opinion and a reason to support it.** (Possible responses: Yes, because they both need things to grow. No, because they need different kinds of food.)
- **Think of one question about ponds to ask a partner. Discuss with your partner how you can find the answer to your question.**

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children can identify the reasons an author uses to support an opinion

**then . . .** use the Reading Analysis extension below to have children find support for an additional statement in the text.

### READING ANALYSIS

Write the following statement on the board: *Many plants and animals live together in ponds.* This can be an opinion. Some people may not think that there are many plants and animals that live in ponds. Look through the book to find reasons, or facts, that support this statement. Use the following questions to guide the discussion.

- **How can you use the Table of Contents to find reasons?** (The statement is about plants and animals, so I should only look for the sections about plants and animals.)
- **What kinds of animals are discussed in the book?** (fish, frogs, ducks)
- **What kinds of plants are discussed in the book?** (water lilies, cattails)
- **Do you think there are enough reasons in this book to support the statement? If not, how can we find more reasons?** (Possible responses: Yes, because more than one can be many. No, because there should be more plants and animals mentioned if the author is going to use the word *many*.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 26–29.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Form regular plural nouns by adding -s or -es.



# Writing

## Informative/Explanatory Writing

### TELL INFORMATION

**TEACH** Explain to children that when writing informational text, writers tell information about a topic. Remind children that a topic is what a text is mostly about. A writer uses words and illustrations or photographs to tell more information about the topic. Additional information helps readers better understand the topic.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells information about the topic in the words of the book:

Living Together

The heading names the topic of the section: living together.

Animals **find food** in ponds. Plants **need pond water** to grow. Ponds are **full of life**.

The writer uses the details **find food**, **need pond water**, and **full of life** to tell information about how plants and animals live together in ponds.

Display the photograph on p. 21. Point out the details that show information about plants and animals living together in the pond.

Explain to children that the writer uses the words and the photograph to share information about the plants and animals in a pond to help the reader understand the topic *Living Together*.

**CONVENTIONS** Nouns for More Than One

**TEACH AND MODEL** Remind children that a noun can name more than one person, animal, place, or thing. When a noun names more than one, it usually ends in -s or -es. Read the following nouns aloud. Then say the nouns again, adding -es to the end of each. Have children repeat after you.

wish      bus      fox      dress      batch

**APPLY** Write the words *box*, *dish*, and *class* on the board and read them aloud. Tell children to add -es to the end of each noun and say the word aloud. For additional practice with nouns for more than one, have children complete the activity on p. 45 in their *Reader's and Writer's Journal*.

**PRACTICE** For independent practice, have children write their own sentences using plural nouns on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that adding details in writing and illustrations, especially in informational text, can help the reader more fully understand the topic. Revisit the example given in Lesson 5 with the book about whales. Ask children the following question:

*Some whales spend much of their day hunting for food. That was the topic sentence for a section of the book I am writing about whales. If you read the topic sentence, would you want more information?* (Possible response: I would want to know more about how the whales hunt for their food and what kind of food they eat.)

**ADD DETAILS** Have children look closely at the “Pond Mural” that they have been working on as a class. Review the class list of possible topics to describe the mural. Read the topic sentence that children came up with to accompany the mural. Then ask children if there could be a supporting sentence that could tell more details about the mural. Have children choose from the list they created. Write their suggestions on the board. Ask children to construct a supporting sentence for the mural. Make sure the heading, the topic sentence, and the supporting sentence are displayed near the mural for children to see and refer to throughout the project.



## Independent Writing Practice

**APPLY** Remind children how the writer shares information in the pictures and words to tell about the topic of the section.

**WRITE** Have children review the title and sentence that the class wrote in Lesson 5. Have them dictate or write to tell more information about the topic. Then have them add details to their drawing from Lesson 5 to show more information about the topic.

You may wish to continue to complete this activity as a class or in small groups. Review the title and sentence from Lesson 5 with the class. Ask children to give suggestions for more supporting sentences to go along with the topic sentence. Then have children add details to their drawings.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**PLURAL NOUNS** In some languages, such as Chinese, Hmong, and Korean, nouns do not have a plural form. Children will need practice adding -s and -es to show plural nouns. Say the plural noun first, emphasizing the ending, and have children repeat after you.


#### STRATEGIC SUPPORT


**PLURAL NOUNS** Children may understand adding -s to make plural nouns, but not completely understand that sometimes -es has to be added to the end of a noun. Say the plural nouns slowly, emphasizing the e sound. Have children repeat after you.


**LESSON 7  
OBJECTIVE**

Describe the relationship between illustrations and the text.  **RI.K.7**

**READING  
OBJECTIVES**

Ask and answer questions about key details in a text.  
 **RI.K.1**

Identify the main topic and retell key details in a text.  
 **RI.K.2**

 See Text Complexity Rubrics on pp. TR70–TR73.



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read *A Bed for the Winter* and work through the lesson: *Learners understand that environmental challenges can affect a living species' ability to survive and thrive.*

**LESSON 7  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Introduce the text *A Bed for the Winter* to children. Display p. 33 in the *Text Collection*. Point to the title and the author's name as you read them aloud. Discuss what the title tells about the topic of the text. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read *A Bed for the Winter* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the photographs as you read. In this first reading, children should focus on understanding what the topic of the text is and what information the author tells about the topic. Discuss the questions below with children.

- Who is the main character in this story?
- Where does the dormouse live at the beginning of the story?
- What questions do you have?

Have children use p. 41 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



See **Routines** on pp. TR6–TR53.

LESSON 7  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the main topic and key details of the text. Use the following questions to lead the discussion.

- **BY-THE-WAY WORDS** Display the photograph on pp. 34–35. **Listen closely to this sentence: “A fluffy-tailed dormouse stops by a meadow.” Now look at the picture. What animal is this?** (It is a fluffy-tailed dormouse.) **A dormouse is a small animal that is related to mice and squirrels.**
- **What is the dormouse looking for?** (She is looking for a bed where she can sleep for the winter.) **Key Ideas and Details**
- **The dormouse needs a home. What animal homes does she look at during her search?** (a squirrel’s nest, a wasp’s crack, a toad’s stone, a bear’s den, bats’ cave, rabbits’ burrow) **Key Ideas and Details**
- **How do you know what kind of home the dormouse needs?** (She thinks the other homes are too high, small, wet, cold, dangerous, and crowded. This tells me that she needs a warm, dry, safe home that is just the right size for her.) **Integration of Knowledge and Ideas**
- **How does the picture on pp. 48–49 help you understand what is happening on those pages?** (The sentences say the owl has sharp claws, it is hunting for food, and it swoops. The picture shows the owl swooping down with its sharp claws.) **Integration of Knowledge and Ideas**
- **Why is it important that the dormouse find a bed for the winter?** (The dormouse sleeps during the winter. She must find a warm, dry, safe place to sleep so that she will survive the cold and snow.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**UNDERSTANDING THE TEXT** Help children understand the phrase *for a dormouse*, which is used throughout the text. Point out that *for* is a small word with many different meanings and that in this case it means “suited to.” Each animal’s home is not suited to the dormouse’s needs.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may not understand why the dormouse rejected the bear’s den on p. 43 since no specific reason is stated as on other pages. Reread the sentence about the bear’s teeth and have children think about why a dormouse and a bear couldn’t live together.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Identify the reasons an author gives to support points in a text. 

## BENCHMARK VOCABULARY

- gathers, p. 36
- scurries, p. 37

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A Bed for Winter* with the word *gathers*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *gathers*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *gathers*. Repeat for the word *scurries*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 43 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** As a class, go back to the text to review important ideas in *A Bed for the Winter*. Guide the discussion with the **Whole Class Discussion Routine** on pp. TR10–TR13. Help children confirm their understanding of the text using these prompts:

- What questions do you have about the ideas in the text?
- What can you do to answer your questions?
- How will finding the answers help you understand the text better?

After the whole group has offered questions and answers about the text, have children go back through the text to show how they found answers to their questions.

## Team Talk



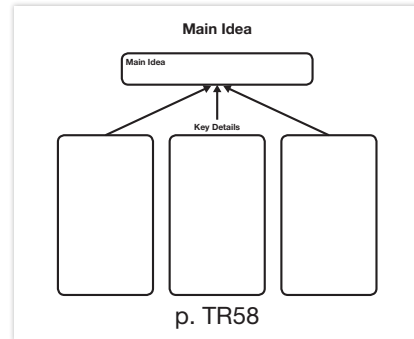
**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the dormouse would survive through the winter if she did not find somewhere to sleep? Support your opinion.* (Possible response: Yes, because she has fur and a long, fluffy tail to keep her self warm.)



# Reading Analysis

**AUTHOR'S REASONS** Explain that in informational texts, writers give details and reasons that support their main ideas, or points. First, you identify the main ideas. Then you identify the details and reasons the author uses that support, or help explain or prove, the main ideas.

**CITE TEXT EVIDENCE** Use the following questions to help children identify the author's main idea and the reasons she gives to support that point. Record the main idea in the top box of the Main Idea graphic organizer and the two reasons in the first lower box.



- What is the text all about? What important idea does the author want us to remember from the text?
- Why does the dormouse scurry by the squirrel's home? By the wasp's home? What reasons does the author give?

## Independent Reading Practice

**READING ANALYSIS: AUTHOR'S REASONS** Have children work together to identify the reasons why the dormouse can't stay in the other animals' homes. Write children's ideas in the second and third lower boxes of the graphic organizer.

**WRITING IN RESPONSE TO READING** Ask children this question: *Do you think it is easy for the dormouse to find a bed for the winter?* Have them turn to p. 47 in their *Reader's and Writer's Journal*, write yes or no, and draw a picture that supports their opinion. Review the information in the class graphic organizer before children begin writing their opinion.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that environmental changes can affect the ability of living things to survive and thrive. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up




**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.



## READING OBJECTIVES

Identify the reasons an author gives to support points in a text.  **RI.K.8**

Build fluency through oral reading.  **RF.K.4**

# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 49–50)

### ORAL READING

Distribute *I Can Read Reader 5* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Mim’s Cat Sam.” Review the irregularly spelled words, *have*, *my*, *is*, and *look*. **Let’s read this text together. Follow along as I read.** Then ask them to read the text again with you. Ask the following questions and have children complete the following activities.

- **Who is Mim?** (a girl)
- **Who is Sam?** (Mim’s cat)
- **Underline the title of the story.**
- **Circle the name of the cat.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to identify the reasons an author gives to support points in a text,  
**then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Review with children the concepts of main idea, or point, and supporting reasons using the information on the graphic organizer. Model how to identify another reason that supports the author’s point. Display pp. 40–41 and answer these questions: **Whose home is this?** (a golden-eyed toad) **Why can’t the dormouse stay in this home?** (It’s too wet.) Record your responses in the second lower box. Display the other spreads and ask children the same questions. Write their responses in the lower boxes.

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children can identify the reasons an author gives to support points in a text,

**then . . .** use the Reading Analysis extension below to have children choose a familiar informational text from the classroom library and identify the author's main point and supporting reasons.

### READING ANALYSIS

Have children choose a familiar informational book from the classroom library. Ask them to review the book by looking at the illustrations and summarizing the text. Remind them that they can identify the author's main idea by answering these questions:

- **What is this text all about?** (Responses will vary.)
- **What important idea does the author want us to know?** (Responses will vary.)

Then have children identify the reasons the author gives to support this main idea. Remind them that a reason supports, or helps explain or prove, the main idea. Have children draw, dictate, or write the information on a Main Idea graphic organizer. Then ask them to share their books and information with the class.

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 26–29.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Use frequently occurring nouns and verbs.



# Writing

## Informative/Explanatory Writing

### DESCRIBE A HOME

**TEACH** Remind children that when writing informational text, a writer uses details to describe, or tell more about, a person, place, or thing. Writers describe a person, place, or thing to help readers better understand what the text is about. Writers add details using words and illustrations.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer gives details about animal homes and why they are not good for the dormouse.

A queen wasp sleeps under an oak stump. She has squeezed through a crack in the rotten wood.

The writer uses the detail *a crack in the rotten wood* to tell about the oak stump.

But a crack in an oak stump is too small for a dormouse.

The writer uses the detail *too small* to tell why the oak stump is not good for the dormouse.

Explain to children that the writer uses details to tell more about the animal's home. Each detail the writer gives about why another animal's home is not good for the dormouse tells readers more about the kind of home that the dormouse needs.

Explain to children that the writer uses a variety of words to describe the dormouse and the friends she encounters throughout the book. Give examples of nouns, verbs, and adjectives from the text.

### CONVENTIONS Words for Things We Can Do

**TEACH AND MODEL** Demonstrate actions and say the verb that tells about each action, for example, *stand*, *sit*, *hop*, *clap*, and *wave*. Explain to children that these words are verbs. They tell about actions, or things we can do.

The owl **swoops**!  
The dormouse **hides** in a bush.

The words *swoops* and *hides* are verbs. They tell what the owl and the dormouse do.

**APPLY** Have children identify other verbs in *A Bed for the Winter*. Write the verbs on the board. Have children draw pictures for two of the verbs on p. 45 in their *Reader's and Writer's Journal* and label their pictures with the verbs.



**PRACTICE** For independent practice, have children write their own sentences using a combination of verbs and nouns on a separate sheet of paper.

## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** The writer of *A Bed for the Winter* describes the animals' homes using many details. Give an example by describing an object in the room by using strong adjectives in order to demonstrate how to add details.

I am going to describe my desk. There are two ways I can do it. Listen carefully.

- The desk is a rectangle, it is big, and it is heavy.
- The gray desk is so big that it takes up a corner of the classroom. The top is scratched and one of the legs is cracked. It is hard to move with just one person because it is so heavy.

Then ask children the following questions:

- Which description sounds better? (the second one)
- Why? (Possible response: The second description has more words. It says that the desk is gray, has a scratched top, a cracked leg, and is too heavy for one person to lift.)

**ADJECTIVES, NOUNS, VERBS** Remind children that verbs are words that tell about actions. Display pp. 42–43 from *A Bed for the Winter*. On the board or on chart paper, write the following sentences from the book:

“A mother brown bear sleeps in a den.”

“She is furry and warm. She stretches and yawns.”

Read the sentences aloud to children. Remind them that nouns name things, people, places, and animals. Have children say the nouns in the sentences. Circle the nouns they say. Then remind children that an adjective is a word that describes the nouns. Have children say the adjectives in the sentences. Underline the adjectives. Finally, remind children that verbs are action words. Have children say the action words in the sentences. Put a box around the verbs.



## Independent Writing Practice

**APPLY** When describing places or objects, remind children to use describing words, or adjectives, in their writing. Also remind children to add details in their drawing; both of these elements make informational text more enjoyable for the reader.

**WRITE** Remind children of the different animal homes in *A Bed for the Winter*. Have children choose an animal's home and draw a picture of that home. Then have them dictate or write to tell a detail about the home. Remind children how the writer tells details to describe what an animal home is like.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**VERBS** Children may not be familiar with the concept of verbs. Each time you act out and say a verb, have children repeat the action and the word. Write the verbs on the board. Then say a verb and have children act it out, or act out a verb and have children say the word. Point to the verb on the board and say: \_\_\_\_ is a verb. It tells about something we can do.


#### STRATEGIC SUPPORT

**VERBS** For children who struggle with the concept of verbs, write action verbs on cards. Read the verbs aloud and demonstrate their actions. Mix the cards, show one card, and read aloud the verb. Have children act out the appropriate action. Then show all the cards and act out one verb. Have children choose the appropriate card.

**LESSON 8  
OBJECTIVE**

Make connections between pieces of information in the text.  **RI.K.7**

**READING  
OBJECTIVE**

Answer questions about key details in a text.  **RI.K.1**

Engage in group reading activities.

 **RI.K.10**



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 34–41 of *A Bed for the Winter* and work through the lesson: *Readers understand that asking and answering questions help a reader get information from a text.*

**EXPLORE POETRY** Display the poem “Deer Mouse” on p. 62 of the Text Collection as you read it aloud. Ask children how they know this is a poem. Have children identify the rhyming words in the poem. Point out that not all the lines end in rhyming words. Discuss how the deer mouse and the dormouse are alike.

**LESSON 8  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display p. 33 in the *Text Collection*. Have children identify the animal in the photograph and tell something they know about the animal. Remind children of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 34–41 of *A Bed for the Winter* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on the dormouse and the first three animals whose homes the dormouse sees. Discuss the questions below with children.

- Who is the first animal the dormouse visits?
- Who is the third animal the dormouse visits?
- What questions do you have?

Have children use p. 41 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 8  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on key details about the animals and places. Use the following questions to lead the discussion.

- **Why is the dormouse looking for somewhere to sleep?** (She needs a bed for the winter.) **Key Ideas and Details**
- **Why is the squirrel gathering leaves from a tree?** (He will use the leaves to make his nest warm for winter.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Display the photograph on pp. 38–39. **Listen** closely to this sentence: “A queen wasp sleeps under an oak stump.” Now look at the picture. **What animal is this?** (It is a queen wasp.) *A wasp* is a flying insect that can sting.
- **How do the pictures on pages 38–39 help you understand what the wasp’s home is like?** (The sentences say the wasp sleeps in a crack in an oak stump. The large picture shows what the crack looks like. The small picture shows what the oak stump looks like.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Display the photograph on pp. 40–41. **Listen** closely to this sentence: “A golden-eyed toad sleeps under a stone.” Now look at the picture. **What animal is this?** (It is a golden-eyed toad.) *A toad* is an animal that looks like a frog but has bumpy skin.
- **Why does the dormouse scurry by the squirrel’s nest, the wasp’s crack in an oak stump, and the toad’s stone?** (The first is too high for a dormouse, the second is too small, and the third is too wet.) **Key Ideas and Details**
- **What did you do to find information in the text to answer these questions?** (Possible responses: I looked at the pictures. I reread the sentences. I thought about the pictures and the sentences.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand the meaning of the word *squeezed* on p. 38. Explain that *squeezed* here means “forced a way.” The wasp forced its way into the tree stump by making its body as small as possible so it would fit through the crack.


## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why the dormouse needs a bed for the winter. Explain that some animals, such as skunks, raccoons, and chipmunks, go into a deep sleep in the winter, or hibernate. This helps them survive the cold, snow, and lack of food during that season.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  **RI.K.4**

Describe the connection between two individuals in a text.  **RI.K.3**

## BENCHMARK VOCABULARY

- rotten, p. 38
- trembles, p. 43

# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A Bed for the Winter* with the word *rotten*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *rotten*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *rotten*. Repeat for the word *trembles*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 43 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.



## Text-Based Conversation



**COLLABORATE** Display the photographs on pp. 34–41 in *A Bed for the Winter*, one spread at a time. Have children work in pairs to describe each of the four animals using details from the pictures. Guide the discussion with the **Think-Pair-Share Routine** on pp. TR6–TR9.

You may wish to provide a model through a think aloud, such as the following: *In the photograph on pages 34–35 I see a small animal with reddish brown fur and a long tail. It reminds me of a mouse except mice don’t have furry tails. By comparing this animal to the leaves and berries near it, I can tell that it is a very small animal.*

After partners have discussed the animals, have volunteers share their ideas with the class. Remind them to include the details they found in the photographs.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Look at the picture of the squirrel’s nest on page 37. Do you think the dormouse would choose the squirrel’s nest if it were not high in a tree?* (Possible responses: Yes, because the inside of the nest looks warm and the right size for the dormouse. No, because the nest is not hidden enough to be safe for the dormouse.)



See **Routines** on pp. TR6–TR53.

# Reading Analysis

**MAKE CONNECTIONS** Explain that writers want readers to make connections between the people or animals in an informational text. Usually writers provide information that helps readers make these connections, but sometimes readers make connections on their own.

**CITE TEXT EVIDENCE** Display the Four-Column Chart graphic organizer with *Dormouse*, *Squirrel*, *Wasp*, and *Toad* as the headings. Use the following questions to help children make connections between the dormouse and the squirrel. Record children's ideas on the chart.

- What do the dormouse and the squirrel look like? Tell me how they look alike. Tell me how they look different.
- What is the dormouse doing? What is the squirrel doing? What do both the dormouse and the squirrel need?

Four-Column Chart


p. TR56

## Independent Reading Practice

**READING ANALYSIS: MAKE CONNECTIONS** Have children work together to make connections between the dormouse and the wasp and between the dormouse and the toad. Write children's ideas on the chart.

**WRITING IN RESPONSE TO READING** Have children choose the squirrel, wasp, or toad and think about what its winter home is like. Have them draw a picture of the animal and its home on p. 47 in their *Reader's and Writer's Journal*. Remind children to include details they learned from the text and photographs in *A Bed for the Winter* in their pictures.




**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to ask questions to glean more information from the text. Use the **Independent Reading Routine** on pp. TR26–TR29.


## Reading Wrap-Up

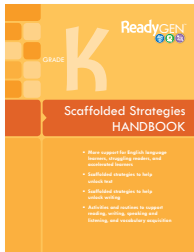


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Describe the connection between two individuals in a text.  **RI.K.3**

Ask and answer questions about key details in a text.  **RI.K.1**



# Scaffolded Instruction for Small Group

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to identify and describe the connection between two individuals in a text,  
**then . . .** use the Reading Analysis support below to help them understand how to make a connection.

**SLEUTH WORK** Use the Sleuth steps in the Close Reading support below.

### READING ANALYSIS

Explain to children that to make a connection between two people or animals in an informational text, they should first look for ways the two are alike or different. Model how to make a connection between the dormouse and the wasp. Display the photographs on pp. 38–39 and point out that although the dormouse is small, the wasp is even smaller. It can fit through the crack while the dormouse cannot. Record this on the chart. Ask children to compare and contrast the animals. Prompt them with specific questions about the two animals' features, actions, and homes.

### CLOSE READING

**SLEUTH WORK** Read aloud “Mr. Squirrel” on p. TR5 in this Teacher’s Guide. Then discuss the following questions with the group. Encourage children to include text evidence to support their answers. You may wish to reread sections of the text to verify children’s answers.

**LOOK FOR CLUES** *Is Mom already a squirrel expert? How can you tell?* (Mom tells Ned why Mr. Squirrel doesn’t like Spot, why Mr. Squirrel chatters at Ned, why people should respect wild animals, and how Ned can observe the squirrels.)

**MAKE YOUR CASE** *Do you think it is a good idea for Ned to observe the squirrels? Why or why not?* (Responses will vary.)

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

**ASK QUESTIONS** What questions do you think Ned will answer about squirrels by observing them? (Responses will vary.)

**PROVE IT!** Ask children to draw a picture of Ned with his binoculars and notebook observing the squirrels. Have children dictate or write about details in their pictures.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to make connections between individuals in a text,

**then . . .** use the Sleuth extension below to have children make connections between “Mr. Squirrel” and *A Bed for the Winter*.

### READING ANALYSIS

Have children think of how Ned and his mom plan to observe the squirrel. Then review what children know about the dormouse in *A Bed for the Winter* by looking at the illustrations and text. Have them draw a picture that shows how Ned might observe the dormouse. Have them dictate or write what Ned might observe about the dormouse on another sheet of paper. Then have partners compare and contrast what Ned might observe about the squirrel and the dormouse. Children may use the Four-Column Chart graphic organizer from the Reading Analysis lesson to recall how a squirrel and a dormouse are alike and different. Use the following questions to guide the discussion:

- What might Ned observe about the squirrel? (Responses will vary.)
- What might Ned observe about the dormouse? (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 26–29.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Understand and use question words.



# Writing

## Informative/Explanatory Writing

### NAME A TOPIC

**TEACH** Remind children that when writing informational texts, writers often name the topic they are writing about. Review that a topic is what the text is mostly about. Tell children that often the writer tells the topic in the title of the text. Sometimes the writer also tells the topic on the first page or near the beginning of the text. Use the book *A Bed for the Winter* to ask children the following questions:

- **Does the title help you know what the text is about? How?** (Yes, the title tells me the book will be about someone or something finding a bed in the wintertime.)
- **What is the topic of the text?** (finding a bed for the winter)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer uses the title to tell what the text is about:

A Bed for the Winter

The writer gives readers an idea of what the topic is in the title of the text. The title says the text is about a bed for the winter.

Have children turn to p. 35 and listen as you read these sentences aloud:

The dormouse is looking for somewhere to sleep. She needs a bed for the winter.

The writer tells the topic at the beginning of the text. Readers know that the bed for the winter is for the dormouse.

Explain to children that the writer uses the title and the beginning of the text to name the topic.

Explain to children that not all texts they read will have the topic so clearly revealed as in *A Bed for the Winter*. Some informational texts that they read, they will have to ask questions and dig for further information to find out and understand what the text is about.

### CONVENTIONS Question Words

**TEACH AND MODEL** Write the words *who*, *what*, *where*, *when*, *why*, and *how* on the board and read them aloud. Explain that because we use these words to ask questions, they are called question words, or interrogatives.

*Where* does the dormouse stop?

The word *Where* is a question word. It starts a question.

**APPLY** Model using question words to ask questions about pp. 34–41 of *A Bed for the Winter*. Have children identify the question words. Then ask them to make up their own questions about the text. Have children draw a picture for one of their questions on p.46 in their *Reader's and Writer's Journal* and label their picture with the question word.



**PRACTICE** For independent practice, have children write their own sentences using question words on a separate sheet of paper.

## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that forming questions about what they read is an important part of becoming a good reader and writer. Remind children of the question words mentioned above: *who*, *what*, *where*, *when*, *why*, and *how*. Explain that good writers try to give as much information as they can but sometimes the reader may still have questions about the words or about the illustrations or the photographs. Display a page from *A Bed for the Winter* and give children an example of asking questions about the text or a picture on the page.

If I look at this picture on pages 42 and 43 of the sleeping bear, I do have one question. My question is, what does the inside of a bear's den look like? The picture shows the sleeping bear outside of the den and a small picture of the outside of the den. I would like to see more of what the inside of the den looks like.

Write your question on the board or on chart paper *What does the inside of the bear's den look like?*. Have children identify the question word in that sentence. Underline the question word.

**FORMING QUESTIONS** Display a somewhat unfamiliar book from the classroom library. Choose a photograph or illustration to show to children. Prompt children to formulate questions using each of the question words. Give an example such as, *Who are the characters in this illustration?* Write children's questions on the board or on chart paper. Guide them to create detailed questions.

**ASKING QUESTIONS TO FIND A TOPIC** Explain to children that asking questions when reading can help them understand the topic of the informational text or the story they are reading. Asking questions can also help them decide on a topic when writing. Explain to children that they will be asking questions in order to choose a topic to write about regarding their home.



## Independent Writing Practice

**APPLY** Write question words *who*, *what*, *where*, *when*, *why*, and *how* on the board or on chart paper so that children can use them as a reference when they form questions in their writing. Have children think about the questions they formed in the exercise above.

**FORMATIVE ASSESSMENT** Ask children to think of possible writing topics about homes. Tell children to choose a topic they know something about (such as their room at home) and draw a picture of their topic. Have them write a title that names the topic. Then have them write or dictate a sentence that tells the topic.

You may wish to complete this as a class activity. Ask children a series of questions regarding their homes. This may include questions like, *Who do you live with? What color is your room? How long have you lived there? Where do you live (an apartment or a house)? Why did you move there (if applicable)?* Then have children choose one of the topics from the questions to draw a picture and dictate or write a sentence about. Have children come up with a title that names the topic they chose, such as “My Purple Room” or “Our Apartment.”

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their titles and topics. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**QUESTION WORDS** Children may not be familiar with question words. Each time you say a question with a question word, write the question on the board, circle the question word, and say: \_\_\_\_ is a question word. We use it when we ask a question. Have children repeat each question, emphasizing the question word at the beginning and the rising inflection at the end.

#### STRATEGIC SUPPORT

**WRITING SUPPORT** For children who struggle with writing a title and sentence that name a topic, work with children to write a title and sentence as a class.




# LESSON

# 9

## LESSON 9 OBJECTIVE

Identify the reasons an author gives to support points in a text.  **RI.K.8**

## READING OBJECTIVE

Ask and answer questions about key details in a text.  **RI.K.1**



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread pp. 42–53 of *A Bed for the Winter* and work through the lesson: *Writers understand that writers compose text with different purposes in mind.*

### LESSON 9 FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Review the photograph on p. 33 of the *Text Collection* and have children recall what the selection is about. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read pp. 42–53 of *A Bed for the Winter* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on what other animals the dormouse comes across and what happens to the dormouse at the end of the selection. Discuss the questions below with children.

- Who is the biggest animal the dormouse visits?
- Who is the last animal the dormouse visits?
- What questions do you have?

Have children use p. 42 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 9  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the events that lead up to the conclusion. Use the following questions to lead the discussion.

- **How does the small photograph on page 42 help you understand the text on that page?** (The text says that the mother brown bear is sleeping in a den. The small photograph, which is labeled “den,” shows a cave in the side of a hill. This tells me that the mother brown bear is sleeping in a cave in the side of a hill.) **Integration of Knowledge and Ideas**
- **What kind of animal does the dormouse see next?** (bats) **Where do these animals live?** (in a cave) **Key Ideas and Details**
- **How can you figure out what the word *burrow* means on page 46?** (The text says the rabbits hop into their burrow and they live underground. The photographs on p. 47 show spaces underground. These clues tell me that a burrow is an underground space where rabbits live.) **Craft and Structure**
- **What reason does the author give for why the rabbits’ home isn’t suitable for the dormouse?** (There are too many rabbits, so there is no room for the dormouse.) **Integration of Knowledge and Ideas**
- **What animal is a danger to the dormouse?** (an owl) **Why is it a danger?** (It has sharp claws. It is hunting for food.) **Key Ideas and Details**
- **Where does the dormouse finally find a bed for the winter?** (in a hole in a tree trunk) **Key Ideas and Details**
- **What do you think is the writer’s main purpose for writing this selection?** (Possible responses: She wants to give information about animals and their homes. She wants readers to understand that different animals need different homes.) **Craft and Structure**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand the meaning of the word *snug* on p. 52. Point out clues on pp. 51 and 52 (the words *safe* and *dry*; the photograph showing how the dormouse fits perfectly in the small hole). Explain that *snug* implies that the dormouse’s new home is warm, cozy, and secure, just what she was looking for.

## STRATEGIC SUPPORT

**UNDERSTANDING SIMILES** Children may not understand the simile the writer uses on p. 50: “Her heart pounds like a drum.” Explain that the writer wants readers to “hear” how the frightened dormouse’s heart sounds. So she compares the sound of the dormouse’s heart to the pounding of a drum.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Use words acquired from texts. 

## BENCHMARK VOCABULARY

- cling, p. 44
- huddle, p. 44
- damp, p. 45
- frozen, p. 52



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A Bed for the Winter* with the word *cling*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *cling*. Then use the information on pp. 152–155 as a guide to expand children’s vocabulary through discussion of the words that are connected to *cling*. Repeat for the words *huddle*, *damp*, and *frozen*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 44 in their *Reader’s and Writer’s Journal*. Use responses to monitor children’s vocabulary development.

## Text-Based Conversation



**COLLABORATE** As a class, go back to the text to review what happens on pp. 42–53 of *A Bed for the Winter*. Use the **Whole Class Discussion Routine** on pp. TR10–TR13. Give children opportunities to express their thoughts and ideas about this part of the selection by asking the following questions.

- Why does the dormouse tremble when she looks into the bear’s den?
- How does the dormouse feel when the owl swoops?
- How do you feel when the dormouse finally finds a home?

After everyone has had a chance to speak, have children go back to the text to point out evidence that supports the ideas they expressed.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Which animal do you think has the best home for the dormouse?* (Possible response: I think the rabbits’ burrow would be the best home. It may be crowded, but it is warm and dry, and the dormouse would be safe there.)



See **Routines** on pp. TR6–TR53.

# Reading Analysis

**ASK AND ANSWER QUESTIONS** Explain that in informational texts, writers provide information and details about a topic. Readers ask questions and look for answers to their questions as they read an informational text. Asking and answering questions about key details helps readers understand an informational text.

**CITE TEXT EVIDENCE** Display a T-Chart graphic organizer with the headings *Questions* and *Answers*. Reread pp. 42–43. Model how to ask a question about the illustrations or text and how to look for an answer on the pages. For example: *Where is the mother brown bear sleeping?* (The first sentence on p. 42 says she is sleeping in a den. This answers my question.) Record your question and answer on the chart. Then have children offer their own questions and answers about the two pages. Record them on the chart.

T-Chart

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p. TR61

## Independent Reading Practice

**READING ANALYSIS: ASK AND ANSWER QUESTIONS** Display the remaining spreads in the selection one at a time. Have children work together to ask questions about the pages and offer answers they find in the selection. Record children's ideas on the chart.

**WRITING IN RESPONSE TO READING** Have children answer the question on p. 49 of the selection: *Where can she find a safe bed for the winter?* Have children draw their answer to this question on p. 48 in their *Reader's and Writer's Journal*. Remind them to include details they learned about the dormouse's home from the text and photographs in *A Bed for the Winter*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that writers can compose text with different purposes. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about key details in a text.



Build fluency through oral reading.

# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 49–50)

### ORAL READING

Have children revisit their *I Can Read Reader 5*. Review story words that children may need help reading, such as *have*, *my*, *is*, and *look*. Read aloud each sentence and have children repeat after you. Ask the following questions and have children complete the following activity.

- What does Mim do? (sits on her mat, naps on her mat)
- What does Sam do? (sits on Mim, naps on Mim)
- What does Mim get for Sam? (a mat of his own)
- Put an X on the words with all uppercase letters.

## Strategic Support

### MONITOR PROGRESS

If . . . children struggle to understand how to ask and answer questions about key details in a text,

then . . . use the Reading Analysis support below.

### READING ANALYSIS

First, review the question and answer you wrote on the T-Chart. Then model how to ask and answer another question about pp. 42–43: I ask this question: What does the bear look like? To answer the question, I look at the picture of the bear. She is big. She is brown. She has long claws. Now I look at the words on the pages. This sentence tells me she is furry and warm. This sentence tells me she has huge teeth. All these details answer my question. Record your question and answer on the T-Chart. Display the other spreads one at a time and guide children to ask and answer their own questions. You may wish to ask questions and have children find the answers. Record the questions and answers on the T-Chart.

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to ask and answer questions about key details in a text,

**then . . .** use the Reading Analysis extension below to have children choose a familiar informational text from the classroom library and ask and answer questions about key details in the text.

### READING ANALYSIS

Have children review the book by skimming the illustrations and the text. Remind them that they can ask questions about the book and then answer the questions by looking at the pictures and the words. Suggest that children begin by asking and answering these questions about the book they chose.

- **Who is the author of the book?** (Responses will vary.)
- **What is the topic of the book? What is the book all about?** (Responses will vary.)
- **How do the pictures in the book help readers?** (Responses will vary.)

Then have children ask and answer their own questions about their book. Have them draw, dictate, or write the questions and answers on a T-Chart. Then ask children to share their books with questions and answers with the class.

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 26–29.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Understand and use question words.



# Writing

## Informative/Explanatory Writing

### TELL INFORMATION

**TEACH** Remind children that when writing informational text, writers tell information about a topic. Review that a topic is what a text is mostly about. A writer uses words and illustrations or photographs to tell more information about the topic. Explain that additional information helps readers better understand the topic.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer tells information about the animals' homes in the words of the text:

Bats hang in a **cave** and cling to the **rock**.

The writer uses the details **cave** and **rock** to tell information about the bats' home.

The cave is **damp** and **dark**.

The writer uses the details **damp** and **dark** to tell more information about what the bats' home is like.

Display the photograph on pp. 44–45. Point out the details that show information about the bats' home.

Explain to children that the writer uses the words and the photograph to share information about the bats' home to help readers understand the topic.

Remind children that writers add describing words, or adjectives, to their work so that readers can better understand the topic of the text. The more information that the writer provides through words and illustrations or photographs, the more clearly the reader will understand the text.

### CONVENTIONS Question Words

**TEACH AND MODEL** Write the words *who*, *what*, *where*, *when*, *why*, and *how* on the board and read them aloud. Remind children that these are question words, or interrogatives, and we use them to ask questions.

*Why* does the dormouse scurry by the bear's den?

The word *Why* is a question word. It appears at the beginning of a question.

**APPLY** Model using question words to ask questions about pp. 42–53 of *A Bed for the Winter*. For example: *What is the name for a rabbit's home?* Have children identify each question word. Then ask them to make up more questions about the text. Have children draw pictures for two of their questions on p. 46 in their *Reader's and Writer's Journal* and label their pictures with the question words.



**PRACTICE** For independent practice, have children write their own sentences using question words on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that adding details to their writing, especially informational texts, is important so that the reader can understand more about the topic. Give children an example of a topic sentence you have written under the topic of “homes.” The example you give could be something like the following:

The title that names the topic I am going to write about is “My Kitchen.” The topic sentence I wrote is *The kitchen is the first thing you see when you walk into my house. It is under construction.* And I drew this picture of what my kitchen looks like now.

Ask children questions about the example you gave such as, *What else would you like to know about my kitchen that you do not hear in the text or see in the picture?* At this point, I can add to, or revise, my writing if I think I need to add more details or if the readers are unclear about the topic I have chosen.

**ADD DETAILS ABOUT A TOPIC** Explain to children that they will be adding details to their writing from the previous lesson, about “home.” Remind children to include facts about their topic, not opinions, since this is an informational piece.



## Independent Writing Practice

**APPLY** Remind children that facts are statements that can be proven true and opinions cannot be proven true. Give an example of a fact and an opinion about the topic of homes. For example, a fact could be, *I live in an apartment building*. An opinion could be, *My apartment building is a fun place to live*.

**WRITE** Have children review the title and sentence they wrote in Lesson 8. Have them dictate or write to tell information about their topic. Then have children add details to their drawing from Lesson 8 to tell more information about the topic. Remind children how the writer shares information in the words and photographs to tell about the topic of the text.

You may wish to complete this as a class activity. Have children review their topic sentences and pictures from Lesson 8. Then prompt children to ask themselves questions about their pictures. Examples of questions could be, *What else can I add to my picture to make it more informational? Why did I put that in the picture? How can I make my picture more detailed?* After children have questioned their work, have them add to their picture and write or dictate to tell more information about the topic.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**QUESTION WORDS** Children may not be familiar with question words. Say a question, identify the question word, and point to the word on the board. Then say a question and have children identify the question word and point to the word on the board. Finally, say a question word and have children offer a question that begins with that question word.

#### STRATEGIC SUPPORT

**QUESTION WORDS** For children who struggle with question words, give each child a set of question word cards. Say questions and have children hold up the appropriate card and say the question word. Together make up other questions using the words.

**LESSON 10  
OBJECTIVE**

Answer questions about key details in a text.  **RI.K.1**

**READING  
OBJECTIVES**

Identify the main topic and retell key details in a text.

 **RI.K.2**

Engage in group reading activities.

 **RI.K.10**

# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you read p. 54 of *A Bed for the Winter* and work through the lesson: *Readers understand that asking and answering questions help a reader get information from a text.*

**LESSON 10  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Review the photograph on p. 33 of the *Text Collection* and have children recall the topic of the selection and summarize the main points. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Read the title on p. 54 of *A Bed for the Winter* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read the words and page numbers. In this reading, children should focus on the elements that make up the page. Discuss the questions below with children.

- Which house did the dormouse choose for winter?
- What would your home for winter look like?
- What questions do you have?

Have children use p. 42 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 10  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the purpose, features, and uses of the page. Use the following questions to lead the discussion.

- **What is the title of this page?** (Picture Word List) **Key Ideas and Details**
- **How are the picture words organized in this list?** (They are organized by page number.) **Key Ideas and Details**
- **On what page will you find the word *burrow*?** (on p. 47) **How did you figure this out?** (It says *page 47* next to the picture with the word *burrow*.) **Key Ideas and Details**
- **How can you figure out what the word *stump* means?** (I can look at the picture above the word *stump*. I can go to p. 39 and see what the words and pictures there tell me about the word *stump*.) **Craft and Structure**
- **Where have you seen these small pictures and labels before?** (on the pages where the words are in the text) **Key Ideas and Details**
- **Why do you think the same pictures and labels appear on this page and on other pages in the selection?** (Possible responses: The writer wants to help readers understand words she uses in the selection that they may not know. She shows the pictures and labels on the pages where she uses the words. She puts the pictures and labels in a list at the end that readers can refer to.) **Integration of Knowledge and Ideas**
- **How can the information on this page help you answer questions you might ask about words in the selection?** (Possible responses: I can look up words from the text that I might not know. I can find out on which pages those words appear. I can look on those pages to find out more about the words.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**PICTURE AND TEXT CONNECTIONS** Help children understand that the pictures and labels on p. 54 appear on other pages in the selection. Read a page number, turn to that page, and have children note that the pictures and labels on both pages are the same. Read the sentence in which the word appears. Discuss how the small picture helps children understand the word.

## STRATEGIC SUPPORT

**PICTURE WORD LIST** Children may not understand why the writer compiled a Picture Word List. Explain that the writer wants to show readers a list of the words that she uses in the selection. Readers can look for a word in the word list and then turn to the page where the word appears in the selection. Have children practice this with several of the words.

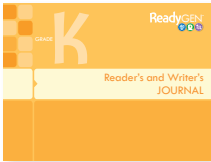
## READING OBJECTIVES

Describe the relationship between illustrations and the text in which they appear. 

Ask and answer questions about unknown words in a text. 

## BENCHMARK VOCABULARY

- swoops, p. 49
- meadow, p. 54
- nest, p. 54
- cave, p. 54



# Focused Reading Instruction

## Benchmark Vocabulary

**INTRODUCE** Find and read aloud the sentences from *A Bed for the Winter* with the word *swoops*.



**TEACH** Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR34–TR39, teach the meaning of *swoops*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *swoops*. Repeat for the words *meadow*, *nest*, and *cave*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 44 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

## Text-Based Conversation



**COLLABORATE** Have children work in small groups to describe what they see in the pictures in the Picture Word List on p. 54 of *A Bed for the Winter*. Guide the discussion with the **Small Group Discussion Routine** on pp. TR14–TR17.

You may wish to provide a model through a think aloud, such as the following: *In the first picture I see several kinds of flowers. The flowers are red, yellow, and white. I think they are wildflowers. It is a sunny day. I can tell that the sun is shining on the flowers. There is a clear, blue sky above the flowers.*

After small groups have discussed the pictures, have a volunteer from each group share some of the group's descriptive details with the class.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think a Picture Word List such as this one is helpful to readers? Use details from the text to support your opinion.* (Possible response: No, because the boxes with the pictures and words are already on the pages in the selection for readers to see.)



# Language Analysis

**CRAFT AND STRUCTURE** Explain that when readers come across an unknown word in a text, they ask themselves “What does this word mean?” Then they look at the pictures and other words in the text to help them answer that question. Sometimes writers provide specific information about words they use in a text to help readers understand the words.

**CITE TEXT EVIDENCE** Display p. 54 of *A Bed for the Winter*. Use the following questions to analyze the content of the first item on the Picture Word List. Record their answers on a Four-Column graphic organizer with the headings *Picture*, *Word*, *Page*, and *Information on Page*.

- What does the picture show?
- What does the word say?
- What is the page number?
- Turn to that page. What does the text tell you about the word?

Four-Column Chart


p. TR56

## Independent Reading Practice

**LANGUAGE ANALYSIS: CRAFT AND STRUCTURE** Have children work together to use the questions above to analyze the second and third items on the Picture Word List. Write their ideas in the columns on the chart.

**WRITING IN RESPONSE TO READING** Explain to children that they can answer the question *What does this word mean?* by writing a definition of the word. A definition makes the meaning of a word clear. Ask children to write a definition for *meadow*, *nest*, or *stump* on p. 48 in their *Reader's and Writer's Journal*. Have them use the information on the chart to help them write their definition.




**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to ask questions to glean more information from the text. Use the **Independent Reading Routine** on pp. TR26–TR29.


## Reading Wrap-Up

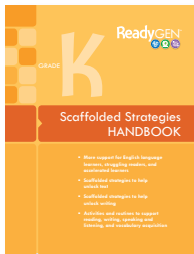


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text.  RI.K.4

Ask and answer questions about key details in a text.  RI.K.1



# Scaffolded Instruction for Small Group Strategic Support

## MONITOR PROGRESS

**If . . .** children struggle to ask and answer questions about unknown words,

**then . . .** use the Language Analysis support below to help them analyze items on the Picture Word List.

**If . . .** children need extra support to understand the selection,  
**then . . .** use the Close Reading support below.

## LANGUAGE ANALYSIS

Review the headings on the Four-Column Chart and what you wrote in each column and why. Model how to write information about the second item on the Picture Word List. Ask and answer each question. For example: **What does the picture show? It's a nest made of leaves and grass.** Write your answers on the chart. For the next item, ask the questions and let children answer them. Record their responses on the chart.

## CLOSE READING

**REVISIT *A Bed for the Winter*** Display p. 54 and ask children to look at the pictures as you read aloud the title and words. Then discuss the following questions with the group. Have children use evidence from the pictures and words to support their answers.

- **What details can you find about the word *den*?** (I can see the word *den* on the list. I can see a picture of what a den looks like above the word. I can see *page 42* next to the word. This is the page where *den* appears in the selection.)
- **Does every picture on this page do a good job of showing the meaning of its word? Use details from the pictures and words to support your opinion.** (I don't think the pictures for *cave* and *burrow* do a good job. They focus on the animals when they should focus on the places.)

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.



- Think of one question about this page to ask a partner. Remember that you can use the pictures and words to help you find the answer.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to ask and answer questions about unknown words in a selection,

**then . . .** use the Language Analysis extension below to have children go back through the selection and find a word they can add to the Picture Word List.

### LANGUAGE ANALYSIS

Have children find a word in the selection that does not appear in the Picture Word List. For example: *winter*, *crack*, *furry*, or *tightly*. Ask children to look for clues to the word's meaning on the page where the word appears. You may wish to have them look in a picture dictionary as well.

Ask children to follow the format of the Picture Word List for their word. Have them draw a large box on a sheet of paper, draw a picture for the word in the top part of the box, write the word under the picture, and write the page reference next to the box. When they are finished, have children exchange papers with a partner and answer the following questions:

- **What do you see in the picture?** (Responses will vary.)
- **What is the word?** (Responses will vary.)
- **Does the picture help you understand the word? Why or why not?** (Responses will vary.)
- **Where would this picture word go if it were added to the Picture Word List?** (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 26–29.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.



## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Produce and expand complete sentences in shared language activities.



# Writing

## Informative/Explanatory Writing

### REVISE TO ADD DETAIL

**TEACH** Explain to children that after writing an informational text, writers go back to their writing and revise it. When writers revise, they add details to make it better. Revising a text by adding details helps readers better understand the topic and makes the text more interesting to read.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *A Bed for the Winter* adds more details about bats and their home. Remind children that the writer tells about what bats do in a cave. They hang and they cling. Then read the following sentence aloud:

They **huddle together** and **sleep** through the winter.

The writer adds the details **huddle together and sleep** to tell more about what bats do in a cave.

Explain to children that the writer adds details to the text to tell more information about bats and to make the text interesting for readers.

Explain to children that they can revise their own writing by adding details. Tell children that when they are revising their writing, they can think about the following questions:

- Can you add more information about the topic?
- How can you make your writing more interesting to read?

### CONVENTIONS Produce Complete Sentences

**TEACH AND MODEL** Explain that a complete sentence expresses a complete idea. It has a subject and a predicate. A subject is who or what the sentence is about. A predicate tells what the subject is or does. It begins with an uppercase letter and ends with a punctuation mark such as a period or question mark. Write the following sentence on the board.

The dormouse found a bed for the winter.

This sentence expresses a complete idea.

**APPLY** Write another sentence on the board and help children determine whether it is a complete sentence. Ask them to offer their own complete sentence. Write the sentences on the board and make sure they are complete. Revise any that are not. Have children copy their complete sentence on p. 46 in their *Reader's and Writer's Journal*.



**PRACTICE** For independent practice, have children write their own complete sentences on a separate sheet of paper.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



With support, add details to strengthen writing.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that writers of informational text, as well as narrative text, may write several drafts of their work before a final product is available. Writers often have teams of people reading their work, asking questions, and then the writer makes the necessary changes. Explain to children that good writers add details to their pieces in order to more clearly convey their opinion or ensure that the reader gets the most out of an informational text. Revisit the example that was given in Lesson 9 about the kitchen. Make sure you have added details previously so that you can share your revisions with the class.

The title that names the topic I am going to write about is “My Kitchen.”  
The topic sentence I wrote is *The kitchen is the first thing you see when you walk into my house. It is under construction.* And I drew this picture of what my kitchen looks like now.

I asked the class what other details I could add to my drawing and my writing to be clearer and give more information. I added to, or revised, my writing to add more details about the topic of my kitchen.

**ADD DETAILS** Explain to children that they will revisit their writing from Lessons 8 and 9 to revise their writing and drawing. Remind children to write or dictate their revisions using complete sentences.



## Independent Writing Practice

**APPLY** Remind children of the question words they learned in previous lessons. Reviewers of their writing will often ask questions in order to clarify the information in the writing. If possible, meet with children individually or in small groups and prompt them to add details to their work by asking one or more questions.

**WRITE** Have children review their writing from Lessons 8 and 9. Tell them to apply the revising questions to their writing. Ask them to think of a detail they can add to the sentence. Have them dictate or rewrite their sentence, adding the detail.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**COMPLETE SENTENCES** Children may not be familiar with the concept of complete sentences. Write this sentence on the board: *Bats live in a cave.* Point out the subject, *Bats*; the predicate, *live in a cave*; the initial uppercase letter, *B*; and the ending punctuation, the period. Explain that because the sentence has all four of these things, it is a complete sentence. Evaluate other simple sentences in the same way.

#### STRATEGIC SUPPORT

**COMPLETE SENTENCES** For children who struggle with the concept of complete sentences, write sentences on slips of paper and cut them apart between the subjects and predicates. Have children combine the parts to make sentences. Point out that a sentence is complete only when it has both a subject and a predicate.

LESSON 11  
OBJECTIVE

Ask and answer questions about key details in a text.

READING  
OBJECTIVES

Identify similarities and differences in two texts. RI.K.9

Engage in group reading activities.



## Read the Text

## Build Understanding

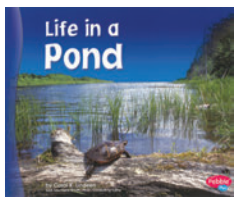
**INTRODUCE** Have children focus on the following Enduring Understanding as you read to compare and contrast the texts from Unit 1, Module B: *Readers understand that asking and answering questions help a reader get information from a text.*

LESSON 11  
FIRST READ

## Explore the Text

**ENGAGE CHILDREN** Display the front cover of *Life in a Pond*. Ask children to share their favorite plant or animal from the book. Then display p. 33 of the *Text Collection*. Ask children to share their favorite animal home that the dormouse visited in *A Bed for the Winter*. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



**READ ALOUD** Reread *Life in a Pond* and *A Bed for the Winter* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on how the topics of the texts are similar and different. Discuss the questions below with children.

- Would a dormouse be happy in a pond for winter?
- Would a fish be happy in a tree?
- What questions do you have?

Have children use p. 51 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.



LESSON 11  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** During guided close reading, have children focus on the main topics and key details in the texts. Use the following questions to lead the discussion.

- **What is the main topic of *Life in a Pond*?** (ponds) **What details does the book give about this topic?** (It tells what a pond is. It tells about the plants and animals that live there.) **Key Ideas and Details**
- **What is the main topic of *A Bed for the Winter*?** (animal homes) **What details does the book give about this topic?** (It tells what different animal homes are like. Pictures show what the homes look like.) **Key Ideas and Details**
- **How are the topics of the books alike?** (They both tell about places where animals live.) **How are the topics of the books different?** (*Life in a Pond* is about one place, but *A Bed for the Winter* tells about a lot of places.) **Integration of Knowledge and Ideas**
- **What do you learn about animals and their homes from these books?** (Animals need to live in a place that is good for them. The pond animals all swim, so they need to live near water. The dormouse looks at a lot of homes before she finds one that is good for her.) **Integration of Knowledge and Ideas**

Scaffolded  
Instruction


## ENGLISH LANGUAGE LEARNERS

**GUIDED PRACTICE** If children struggle to pronounce or recall the meanings of words in the books, have them create word cards. Write each word on one side of a note card, and have children draw a picture of the word on the other side. Have them practice saying the words aloud.

## STRATEGIC SUPPORT

**COMPARE AND CONTRAST** If children struggle to compare and contrast the books, draw a Venn Diagram on the board. Have children identify the main topic and key details for each text. Record their ideas in the Venn Diagram. Then have children use the diagram to compare and contrast the books.

## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Retell key details of a text. 

## BENCHMARK VOCABULARY

*Life in a Pond*

- shallow, p. 4

*A Bed for the Winter*

- trembles, p. 43



# Focused Reading Instruction

## Benchmark Vocabulary



**REVIEW** Using the **Benchmark Vocabulary Routine** for **Informational Text** on pp. TR34–TR39, review the meaning of *shallow*. Then use the information on pp. 152–155 to review the words that are connected to *shallow*. Encourage children to make additional connections. Repeat for the word *trembles*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 53 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

## Text-Based Conversation



**COLLABORATE** Have small groups discuss the photographs in *Life in a Pond* and *A Bed for the Winter*. Have them tell how the photographs help them better understand the topics of the books. Remind children to speak clearly so others can hear and understand their thoughts and ideas. Guide the discussion with the **Small Group Discussion Routine** on pp. TR14–TR17.

You may wish to provide a model through a think aloud, such as the following: *The photograph on page 15 shows water lilies floating on a pond. I have never seen a water lily before. This photograph helps me understand what plants in a pond might look like.*

After children have discussed the photographs in both books, have them ask and answer questions about what they learned.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the pictures in these texts are helpful to understanding the information? Support your opinion with details from the texts.* (Possible response: Yes, because the pictures help me understand what the places, plants, and animals look like.)

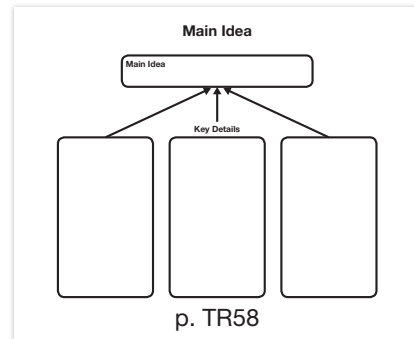


# Reading Analysis

**RETELL KEY DETAILS** Remind children that informational texts tell facts about a topic. When you retell an informational text, you use key details, or important details, to tell what the book is about. First, you identify the main topic, or idea, of the text. Then you tell the key details that support the main topic.

**KEY IDEAS AND DETAILS** Use the following questions to help children identify the main topic and key details of *Life in a Pond*. Have them draw or write the details in a Main Idea graphic organizer. Then have the class use the chart to retell key details in *Life in a Pond*.

- What is *Life in a Pond* all about?
- What is a pond?
- What plants and animals live in a pond?



## Independent Reading Practice

**READING ANALYSIS: RETELL KEY DETAILS** Have children identify the main topic and key details in *A Bed for the Winter* and draw or write them in a Main Idea graphic organizer. Then have children work in pairs to retell the key details using their charts.

**WRITING ABOUT READING** Have children think about what makes a good home for the dormouse. *How do you think dormouse would react if she looked for a bed at the pond?* Have children dictate or write their response on p. 57 in their *Reader's and Writer's Journal*.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them to ask questions to glean more information from the text. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

## Reading Wrap-Up



**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

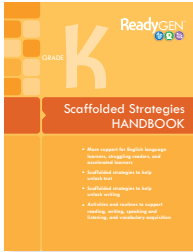


## READING OBJECTIVES

Retell key details of a text.  RI.K.2

Ask and answer questions about key details in a text.

 RI.K.1



# Scaffolded Instruction for Small Group

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to understand how to retell the key details of a book,

**then . . .** use the Reading Analysis support below to help them work through the Main Idea graphic organizer.

**If . . .** children need extra support to understand the story,

**then . . .** use the Close Reading support below.

### READING ANALYSIS

Review the photographs in *A Bed for the Winter* to remind children that the book is about *animal homes*. Write this detail in the Main Idea box of the graphic organizer. Then display pp. 36–37 and model for children how to identify key details about animal homes. (A squirrel lives in a nest in the treetops. It is too high for the dormouse.) Write these details in the chart. Guide children to identify the key details on the remaining pages in the book. Then help children use the chart to retell key details in *A Bed for the Winter*.

### CLOSE READING

**REVISIT *A Bed for the Winter*** Read pp. 38–39 aloud and then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- **What details can you tell about the queen wasp's home?** (It is a crack under an oak stump. It is small.)
- **If the crack under the oak stump was big enough for the dormouse, do you think she would like to make her home there? Use details from the words and picture to support your opinion.** (Possible answer: No, because it does not look as safe and dry as her home at the end of the story.)
- **Imagine the dormouse could speak to the queen wasp. What questions might the dormouse ask the queen wasp about her home?**

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

## Extensions

### MONITOR PROGRESS

**If . . .** children understand how to retell the key details of a book, **then . . .** use the Language Analysis extension below to have them compare and contrast the main topics and key details of *Life in a Pond* and *A Bed for the Winter*.

### READING ANALYSIS

Have children work in pairs to review their Main Idea graphic organizers for *Life in a Pond* and *A Bed for the Winter*. Have them compare and contrast the main topics of the books. Then ask them to discuss how the key details are alike and different. Use the following questions to guide the discussion:

- **What is the main topic of *Life in a Pond*?** (ponds) **What is the main topic of *A Bed for the Winter*?** (animal homes)
- **How are these topics alike?** (Possible response: They are both about where animals live.) **How are these topics different?** (Possible response: *Life in a Pond* is also about plants that live in ponds.)
- **How are the key details in the books alike?** (Possible response: They tell details about the places where animals live. They tell details about what the animals do.)
- **How are the key details in the books different?** (Possible response: The details in *A Bed for the Winter* tell about the dormouse looking for a home. It tells why other animals' homes are not good for the dormouse. The details in *Life in a Pond* tell about the plants and animals that live in a pond.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 30–33.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Spell simple words using knowledge of sound-letter relationships.



# Writing

## Informative/Explanatory Writing

### LOOK CLOSELY

**TEACH** Explain to children that when writing an informational text, a writer often includes illustrations or photographs. Readers can look at the illustrations or photographs and respond to them. Readers can respond by explaining, or telling, what the picture shows or by adding more details or information about what they see in the picture.

- What does the photograph show?
- What details can you use to tell about the photograph?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer of *Life in a Pond* includes words in the text that explain what is in the paragraph. Display pp. 4–5:

A pond is a small body of still, shallow water.

The word *pond* names what is in the photograph. The phrases *small body* and *still, shallow water* tell more details about ponds.

Model for children how to tell more details or information about what they see in the photograph. For example, write on the board *The pond looks peaceful*. Explain how this sentence tells how the reader can respond to the pond in the picture.

Explain to children that when readers look at an illustration or photograph, they can respond by writing to explain what they see in the picture or to add more details or information about what they see.

**CONVENTIONS** Spelling

**TEACH AND MODEL** Explain to children that when spelling a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *am*. Have children repeat the word after you. Then say the sounds one at a time as you write the letters *a* and *m* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 55 in their *Reader's and Writer's Journal*.

**APPLY** Have children listen as you say the word *at*. Then say the sounds one at a time. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat with the word *in*. Have children write the word on the third line.

**PRACTICE** For independent practice, have children write their own sentences using the words *at*, *am*, and *in* on a separate sheet of paper.



## WRITING OBJECTIVE

Draw, dictate, or write to compose informative texts.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Explain to children that good readers and writers often ask questions as they read and write. These questions could be to clarify something they don't understand, to decide if changes need to be made, or to question the writers' opinions. Take some time to model asking questions using one of the texts from this module, *Life in a Pond* or *A Bed for the Winter*.

Turn to a page in the text and ask a clarifying question such as, *On the front cover of **Life in a Pond**, it looks like the water stretches out past the trees. My questions are where does that water lead and what is beyond that part of the pond?*

**LOOK FOR DETAILS** Display a photograph or illustration from an unfamiliar text. The first time you display the photograph or illustration, do so briefly. Then ask children to name items or people they saw. Write the list on the board or on chart paper. Next, display the photograph or illustration for a longer period of time. Ask children to name the items or people as well as other details that they see. Explain that the first time, they were just glancing at the photograph or illustration and the second time they are looking more closely, and then able to see more details.

**ASK QUESTIONS** After children have named details in the above exercise, ask them if they have any questions about the selected photograph or illustration. Remind children of the question words *who*, *what*, *where*, *when*, *why*, and *how*. Write their questions on the board or on chart paper. Tell children that some questions the class can try to answer together but some may not be able to be answered if it is something that maybe only the author or illustrator could know.



## Independent Writing Practice

**APPLY** Review and write question words *who*, *what*, *where*, *when*, *why*, and *how* on the board or on chart paper so that children can use them as a reference when they form questions in their writing. Have children think about the questions they formed in the exercise above.

**FORMATIVE ASSESSMENT** Display the illustrations in *Life in a Pond* and *A Bed for the Winter*. Have children choose a photograph from one of the books and think about what the photograph shows. Ask them to draw, dictate, or write about the photograph. Then have children think of a question they have about the photograph and dictate or write the question below their response. Remind children that they can respond to the photograph by explaining what it shows or by adding additional details or information about what they see.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their sentences and questions. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**SPELLING** Some languages, such as Chinese, use symbols instead of letters to represent words. Provide extra practice with spelling words phonetically. Say a simple word aloud, such as *it*. Then say the sounds one at a time and have children identify the letter for each sound. Have them write the letters on a sheet of paper and then point to the letters as they spell and say the word aloud.

#### STRATEGIC SUPPORT

**SPELLING** If children struggle to spell the words, write the letters *a*, *i*, *t*, and *n* on the board. Review the sound for each letter. Then have children spell the words. When they are finished writing the words, spell the words aloud together. Have children correct any misspelled words.

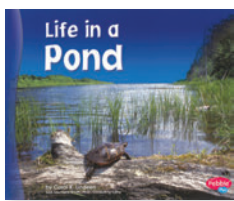
**LESSON 12  
OBJECTIVE**

Answer questions about key details in a text.  **RI.K.1**

**READING  
OBJECTIVE**

Define roles of the author and illustrator in informational text.

 **RI.K.6**



# Read the Text

## Build Understanding

**INTRODUCE** Have children focus on the following Enduring Understanding as you reread and review *Life in a Pond* and *A Bed for the Winter* and work through the lesson: *Learners understand that environmental challenges can affect a living species' ability to survive and thrive.*

**LESSON 12  
FIRST READ**

## Explore the Text

**ENGAGE CHILDREN** Display the cover of *Life in a Pond* and p. 33 of *A Bed for the Winter* in the *Text Collection*. Read the names of the authors and/or illustrators of each book. Have children discuss the roles of the author and illustrator in presenting information in a text. Remind them of the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

**READ ALOUD** Take a picture walk through *Life in a Pond* and *A Bed for the Winter*. Display each photograph or illustration one at a time, and have children use the photograph or illustration to retell the events. Discuss the questions below with children.

- What happened first in *A Bed for the Winter*?
- Which illustration shows how a pond is full of life?
- What questions do you have?

Have children use p. 52 in their *Reader's and Writer's Journal* to record their response to one of the questions. Use children's responses to monitor progress.

LESSON 12  
SECOND READ

## Close Reading

**CITE TEXT EVIDENCE** Read pp. 4–6 of *Life in a Pond*. Use the following questions to lead the discussion.

- **What question does this section of the text answer?** (What are ponds?)  
**Craft and Structure**
- **Where do ponds form?** (in forests, on farms, and in cities) **Key Ideas and Details**
- **Look at the photograph of the pond on page 5. Look at the photograph of the pond on page 8. How are these ponds alike?** (Possible response: They both look like they are in a forest.) **How are these ponds different?** (Possible response: The pond on p. 4 looks bigger than the pond on p. 6.) **Integration of Knowledge and Ideas**

Read p. 52 of *A Bed for the Winter*. Use the following questions to lead the discussion.

- **Look at the photograph on page 53. How does the dormouse sleep?** (Her tail is wrapped around her. She's in a little ball.) **Integration of Knowledge and Ideas**
- **What words does the author use to describe winter?** (snow falls, frozen)  
**Craft and Structure**
- **How does winter affect the dormouse's ability to survive?** (Possible response: It is getting colder, so she needs to find a safe home.) **Key Ideas and Details**

Scaffolded  
Instruction

## ENGLISH LANGUAGE LEARNERS


**UNDERSTANDING THE TEXT** Help children understand the meaning of the word *over*. Children may already know *over* as the opposite of the word *under*. In this instance, *over* means “at an end.” The dormouse’s search for a home was now finished.

## STRATEGIC SUPPORT

**FURTHER UNDERSTANDING** Children may have difficulty understanding why the dormouse sleeps with her tail wrapped around her. Explain that sometimes animals curl up as small as they can in order to keep warm. Ask children to think about the ways they sleep.



## READING OBJECTIVES

Ask and answer questions about unknown words in a text. 

Describe the relationship between the illustration and the text in which they appear. 

## BENCHMARK VOCABULARY

*Life in a Pond*

- together, p. 20

*A Bed for the Winter*

- gathers, p. 36

# Focused Reading Instruction

## Benchmark Vocabulary



**REVIEW** Using the **Benchmark Vocabulary Routine** for **Informational Text** on pp. TR34–TR39, review the meaning of *together*. Then use the information on pp. 152–155 to review the words that are connected to *together*. Encourage children to make additional connections. Repeat for the word *gathers*.

**MONITOR PROGRESS** Have children show contextual understanding of the Benchmark Vocabulary by drawing one of the listed words on p. 54 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.



## Text-Based Conversation



**COLLABORATE** As a class, discuss how environment can affect an animal's ability to survive, or live. Use the **Whole Class Discussion Routine** on pp. TR10–TR13 and the following questions to guide the discussion.

- How does the pond help the plants and animals survive, or live?
- How do the homes in *A Bed for the Winter* help the animals survive, or live?

After the class has discussed the questions, have them tell whether both books are similar or different in the way they describe how environments can affect the animals.

## Team Talk



**STATE AND SUPPORT AN OPINION** Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Think about the environments, or homes, in each book. Can you use the phrase “full of life” to describe the environments in both books?* (Possible response: Yes, because there are a lot of living things in both books.)



## Reading Analysis

**CONNECT ILLUSTRATIONS AND TEXT** Explain to children that photographs and illustrations provide more details about the topic.

Read aloud p. 8 of *Life in a Pond* as children look at the photograph on p. 9. Ask children to think about how the photograph and the text go together. Use the T-Chart graphic organizer to record children's responses. Write *Photograph/Illustration* as the title of the left column and *Text* as the title of the right column. Write children's observations about the photograph in the left column and key words from the text in the right column.

T-Chart

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p. TR61

**CITE TEXT EVIDENCE** Use the following questions to guide the discussion.

- What does the text say?
- What does the photograph show?
- How do the text and the photograph go together?

## Independent Reading Practice

**READING ANALYSIS: CONNECT ILLUSTRATIONS AND TEXT** Have children use the photograph and text on pp. 34–35 of *A Bed for the Winter* and complete their own T-Chart. Have them write details about the photographs and the text then discuss with a partner how the photographs and text go together.

**WRITING IN RESPONSE TO READING** Have children think about what they have read and learned about homes. **Why is home important to you?** Have children turn to p. 57 in their *Reader's and Writer's Journal* and dictate or write a response to the prompt.



**ACCOUNTABLE INDEPENDENT READING** As children read texts independently, remind them that environmental changes can affect the ability of living things to survive and thrive. Use the **Independent Reading Routine** on pp. TR26–TR29.


INDEPENDENT


## Reading Wrap-Up

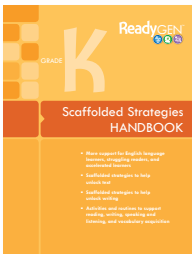


**SHARE WRITTEN RESPONSES** Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

## READING OBJECTIVES

Make connections between photographs and the text in which they appear.  **RI.K.7**

Build fluency through oral reading.  **RF.K.4**



# Scaffolded Instruction for Small Group

## Oral Reading

**FLUENCY CHECK** To provide practice with reading fluently, use the Oral Reading instruction below. (*Reader's and Writer's Journal*, pp. 59–60)

### ORAL READING

Distribute *I Can Read Reader 6* from the *Reader's and Writer's Journal* to children. Ask them to point to the title of the story, “Can We Pat Tim?” Review the irregularly spelled words, *is*, *little*, *look*, and *and*. **Let's read this story together. Follow along as I read.** Then ask children to read the story again with you. Ask the following questions and have children complete the following activities.

- **Who is Tim?** (Tim is a pig.)
- **What word describes Tim?** (big)
- **What do Dot and Ted do to Tim?** (They pet him like he's a cat or a dog.)
- **Underline the title of the story.**
- **Circle the nouns for animals.**

## Strategic Support

### MONITOR PROGRESS

**If . . .** children struggle to make connections between photographs and text,

**then . . .** use the Reading Analysis support below.

### READING ANALYSIS

Model identifying the relationship between the photograph and text on pp. 34–35 of *A Bed for the Winter*. Explain to children how the text says “fluffy-tailed dormouse” and the photograph shows a dormouse with a fluffy tail. Help children understand where to put these details in their T-Chart. Explain to children how the photograph provides more details about what a meadow is, while

While you are working with small groups, other children can work on

- independent reading, pp. 158–159 and TR26–TR29.
- Text Clubs, pp. 158–159 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 160–161.

the text provides additional details that the photograph does not show, such as “cold rain.” Finally, help children explain that the photograph shows the animal and the place that the text is describing.

## Extensions

### MONITOR PROGRESS

**If . . .** children can make a connection between photographs and text,

**then . . .** use the Reading Analysis extension below to have children choose a photograph from *Life in a Pond* and a photograph from *A Bed for the Winter* and explain the relationship between the photographs and text.

### READING ANALYSIS

Provide two T-Charts for children. Have them use one for *Life in a Pond* and one for *A Bed for the Winter*. Have children dictate or write their responses and observations in the T-Charts. When the charts are complete have children discuss with a partner why it is important to understand the relationship between photographs and text. Use the questions below to guide children’s work:

- What place, thing, or idea in the text does the photograph show? (Responses will vary.)
- What details are in the photograph but not mentioned in the text? (Responses will vary.)
- What details are in the text but not in the photograph? (Responses will vary.)

**PHONICS** For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher’s Guide*, pp. 30–33.

**LEVELED TEXT LIBRARY** For additional practice with leveled texts at children’s independent reading levels, see the *ReadyGEN™* Leveled Text Library.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Spell simple words using knowledge of sound-letter relationships.



# Writing

## Informative/Explanatory Writing

### GIVE AN EXPLANATION

**TEACH** Explain to children that when writing an informational text, writers often use facts, or pieces of true information, to explain something. An explanation is when a writer gives reasons or tells about something using more details. Using *A Bed for the Winter* as an example, ask children the following questions:

- **What key details are in the text?** (Possible response: The author tells which animals live in what kinds of homes and shows pictures to share the details with the readers.)
- **Why is it important to know details about the topic?** (Possible response: If there weren't details about the topic of the animals' homes, the reader wouldn't learn as much and it might not be as interesting to read.)

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

**ANALYZE THE MODEL** Through the discussion, help children understand that the writer explains why the nest is not a good home for the dormouse.

But a nest in the treetops is **too high** for a dormouse.

**The dormouse can't climb that high to have the same bed as a squirrel.**

Help children understand that the writer explains why the pond is a good home for the duck.

Ducks also **dive underwater** to look for food.

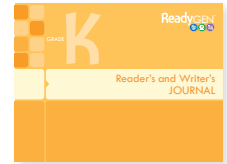
**The ducks need the pond to dive underwater.**

The writers of these informational texts provide explanations, or reasons and more details, about the topics.

Explain to children that writers often add more details in informational texts in order for their readers to gain knowledge about the topic.

**CONVENTIONS** Spelling

**TEACH AND MODEL** Remind children that when spelling a word, they should listen to each sound in the word and write the letter for each sound they hear. Say the word *jam*. Have children repeat the word after you. Then segment the sounds in the word as you write *j*, *a*, *m* on the board. Point to each letter as you spell the word aloud. Have children copy the word on p. 56 in their *Reader's and Writer's Journal*.



**APPLY** Have children listen as you say *cat*. Then say the word again as you segment the sounds. Encourage children to write the letter for each sound they hear on p. 56 in their *Reader's and Writer's Journal*. Repeat the process with the word *fin*.

**PRACTICE** For independent practice, have children write their own sentences using the words *jam*, *cat*, and *fin* on a separate sheet of paper.

## WRITING OBJECTIVES

Draw, dictate, or write to compose informative texts.



Gather information to answer a question.



# Informative/Explanatory Writing

## PREPARE TO WRITE

**TEACH AND MODEL** Remind children that writing to inform or explain about a topic is different from writing a story. Writers gather information, or conduct research, to compose informational texts.

When writing a story, authors create characters and may draw from their own experiences. Give children an example of a topic you may write a story about versus writing a book about a topic where you may need to gather information.

I can write a story about becoming a teacher because that is something I know about. I can create a character and have her go through similar experiences that I did to become a teacher. If I want to write about how to grow tomatoes in a backyard garden, I would need to gather information, or do research, to write a book about that topic.

**GATHERING INFORMATION** Tell children that they will practice gathering information in order to answer a question. Ask children for suggestions of a topic they would like to know more about. They will be able to research this topic as a class. Explain to children that they can use books, informational periodicals, and with guidance, the Internet to find information about a topic. Review the elements of an informational text using *Life in a Pond* and *A Bed for the Winter*. Remind children that when they write about the information they have gathered, they will use these elements.



## Independent Writing Practice

**APPLY** Remind children that authors give explanations and details in their informational writing. Have children brainstorm the plants and animals in the selections from this module. Compile a list on the board or on chart paper to which children can refer.

**WRITE** Display the cover of *Life in a Pond* and p. 33 of *A Bed for the Winter* in the *Text Collection*. Explain to children that they will report on one plant or animal they have learned about. Have them:

- choose a plant or animal.
- draw a picture of the plant or animal in its home on p. 58 of their *Reader's and Writer's Journal*.
- label their drawing with the name of the plant or animal and its home.
- write a sentence that explains something about the animal and its home.

You may wish to complete this as a class activity. Follow the steps above as a class, drawing a picture on the board or on a large sheet of paper. Have children give suggestions of sentences that explain about the animal's home and write their sentences on the board or on chart paper.

**USE TECHNOLOGY** If available, have children use computers or electronic tablets to draft their events. If they have access to a printer, have them print out their writing.

## Writing Wrap-Up



Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up Routine** on pp. TR50–TR53.

### Scaffolded Instruction

#### ENGLISH LANGUAGE LEARNERS

**WRITING** Some languages write letters from right to left, rather than left to right. Remind children of proper left-to-right progression before they begin spelling words. If necessary, use gestures to show the directions *left* and *right*.

#### STRATEGIC SUPPORT

**SPELLING** Children may struggle with spelling the words *jam*, *cat*, and *fin*. Remind them that in the previous lesson, they learned how to spell *am*, *at*, and *in*. Now they are just adding a new sound, and letter for that sound, to the beginning of those words.





### OBJECTIVES

Use a combination of drawing, dictating, and writing to compose an explanatory text.



Provide an explanation or reason to support information about a topic.



# Performance-Based Assessment

## TASK

### A SPECIAL HOME

Children will select one animal or plant from *Life in a Pond* or *A Bed for the Winter* and explain which home is best. Children will use a combination of drawing, writing, and dictating to explain why this home would be best for their chosen animal or plant.

Children will

- name what they are writing about.
- provide one explanation or reason why this is the best home.

Children will share their “Special Home” project with peers; they will share at least one idea as well as ask and answer one question about the work.

See p. 286 for reproducible page for distribution to children.

**TEACHER NOTE** You may wish to administer this assessment over multiple lessons.

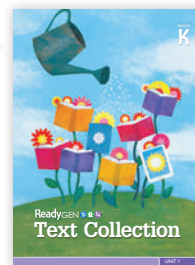
# Task Preparation

**INTRODUCE** Discuss the Essential Questions: *How can reading informational texts help us to explore and understand the natural world? How can writers supply information about a topic?*

**REVISIT THE TEXT** Remind children that in *A Bed for the Winter*, the dormouse searches for a place to sleep. She wants to find a good home. The dormouse looks at many different animals' homes but doesn't feel one is right for her. Finally, at the end of the book, the dormouse discovers a good home.

The dormouse runs through the meadow.  
Her heart pounds like a drum.  
She climbs up a tree trunk.  
She crawls into a hole.  
She finds a place that is safe and dry!

*A Bed for the Winter*, pp. 50–51 in the *Text Collection*



Explain to children that the writer of *A Bed for the Winter* names a home that is good for the dormouse: a hole in a tree trunk. The writer then tells why it is a good home for the dormouse: it is safe and dry. Tell children that when they write the Performance-Based Task, they will also name the home that is best for an animal and a reason why.

**SHARED WRITING** You may wish to complete this as a class activity. As a class, have children think about the animals and plants that were featured in the two texts. Have children recall the text and on the board or on chart paper, make a table of the plants and animals and their homes. Then, as in the example above, the writer explains that the hole in a tree trunk is the best home for the dormouse because it is safe and dry. Go through the list of plants and animals with the class, discussing why their homes are the best home for that particular plant or animal. Have children recall details from the text. Write their reasons on the board or on chart paper. You may want children to draw, dictate, or write the reasons as a class or individually.

# Set-Up

## ORGANIZATION

Review the photographs in *Life in a Pond* and *A Bed for the Winter* with the children. Have them draw, dictate, or write a list of animals they learned about in the books.

## MATERIALS

- paper
- pencils
- crayons or markers
- texts: *Life in a Pond*, *A Bed for the Winter*

## BEST PRACTICES

- Help children understand the purpose and audience for the writing task.
- Remind children that they can use a heading or a topic sentence to name the topic of their writing.
- Review words that can be used to describe an animal's home, such as *high*, *wet*, *small*, and *dry*.

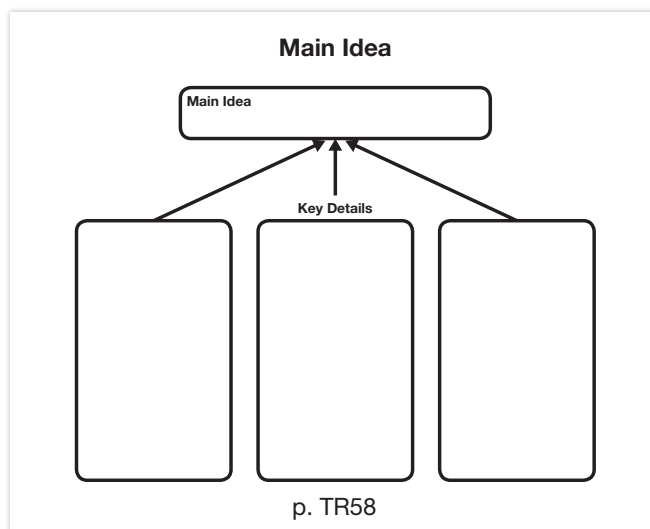
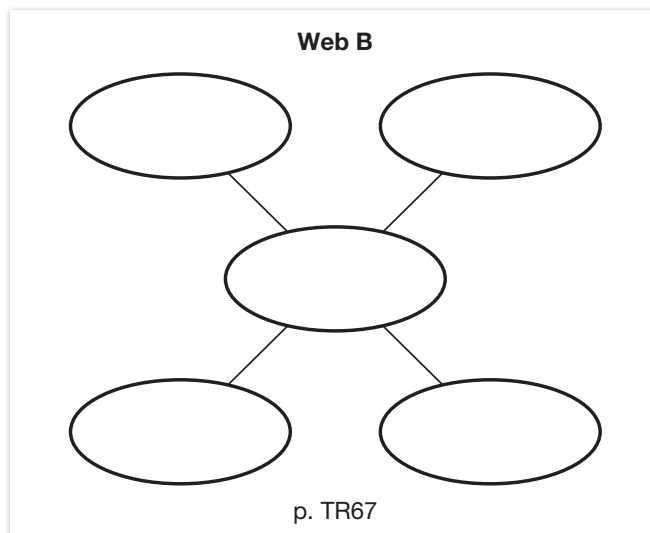
# Scaffolded Support

In order for all children to access the assessment, additional support can be provided as necessary.

**CHECKLIST** Read aloud a checklist that details expectations for this task. It can give points to each section so children are clear about what is going to be assessed.

**WRITING TASKS** Writing tasks can be previewed and broken down into smaller steps for clarity.

**GRAPHIC ORGANIZERS** Children can use a web or a main idea chart to organize their thinking about the animal home they choose.



Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

## Performance-Based Assessment

### Grade K • Unit 1 • Module B

#### TASK

### A Special Home

Choose one animal or plant from *Life in a Pond* or *A Bed for the Winter*. Tell which home is best for the animal. Draw, dictate, and write to tell why this home would be best.

Remember to

- name what you are writing about.
- give one explanation or reason why this is the best home.

Then share your “Special Home” project with the class.

# Informative Writing Rubric

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Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Response is strongly focused on the topic.	The topic is clearly stated and supported with strong details.	Explanation or reason is thorough.	Ideas are clearly conveyed using vivid, precise words.	Command of conventions is strongly demonstrated.
3	Response is generally focused on the topic.	The topic is adequately stated and supported with details.	Explanation or reason is adequate.	Ideas are adequately conveyed using some vivid, precise words.	Command of conventions is sufficiently demonstrated.
2	Response lacks focus or includes unnecessary material.	The topic may be confusing; few details are given.	Explanation or reason is incomplete.	Ideas are unevenly conveyed using few vivid, precise words.	Command of conventions is uneven.
1	Response may be confusing and unfocused.	The topic is missing; lacks supporting details.	Explanation or reason is poor or nonexistent.	Ideas are conveyed in a vague, unclear, or confusing manner with no vivid, precise words.	There is very little command of conventions.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• no response is given</li> <li>• student does not demonstrate adequate command of narrative writing traits</li> <li>• response is unintelligible, illegible, or off topic</li> </ul>				

# Presentation

Children can now share their writing with the class or in small groups.

- Organize the classroom: If children are sharing with the class, make sure the audience is facing the speaker. If children are sharing in small groups, arrange chairs in circles around the room.
- Review the classroom speaking rules. Remind children to speak audibly and clearly so listeners can hear and understand their ideas.
- Review the classroom listening rules. Tell the audience to face the speaker and listen attentively. Listeners should not speak during the presentation.
- Have children take turns sharing their writing with the class or their small group.
- When children are finished presenting, encourage listeners to raise their hands to share an idea or ask a question. Have the speaker answer questions about his or her writing.

## Reflect and Respond

**LOOKING AHEAD** For children who received a score (0, 1, or 2) on the rubric, use the following suggestions to support them with specific elements of the Performance-Based Task. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessment tasks throughout the school year.

**If . . .** children cannot clearly name what they are writing about,  
**then . . .** remind children that when reading informational text, they should focus on facts and key ideas.

**If . . .** children cannot provide one explanation or reason why a home is best for an animal,  
**then . . .** encourage them to refer to the graphic organizers that they have used throughout the unit to compile important information and highlight key ideas.

**If . . .** children cannot provide details about an animal's home,  
**then . . .** remind them that they can use words such as *big*, *small*, *cozy*, *warm*, *wet*, *dry*, *high*, and *under* to tell about a home.





# Teacher RESOURCES

- Sleuth Passages
- Routines
- Graphic Organizers
- Text Complexity Rubrics
- Handwriting
- Leveled Text Instructional Plans
- Acknowledgments



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“Mr. Squirrel” ..... TR5



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# Sleuth Read-Alouds



## Riding Mr. Frank's Bus

I was waiting for the school bus. It was my first day at another new school. I had butterflies in my stomach. I'm sure I had a terrible scowl on my face.

Rumble, rumble, rumble came the school bus. Well, it was yellow like a school bus. It was so clean and shiny that it made me squint when I looked at it. The front was flat with big windows.

The bus stopped, the door opened with a swoosh, and I was looking up at the driver. Suddenly, he bounded down the steps.

"Hello!" he boomed. "I'm Mr. Frank. Welcome to Bus 306."

Mr. Frank asked me my name and then shepherded me up the steps and into an empty seat. He hurried back to his seat, announced my name, and checked the riders in his rearview mirror, and off we went. This was not like any school bus I'd ever ridden. He was not like any bus driver I'd ever known.

Mr. Frank was a stocky man with dark eyes and a voice that could be heard a block away. If you rode his bus, you followed his rules. And it really was *his* bus. He owned it. He kept it sparkling clean, and he expected his riders to do the same. Mr. Frank also kept his riders safe. There was no standing in the aisle, kneeling on the seats, or sitting backward. There was no pushing, yelling, fighting, or bullying.

Mr. Frank was also a kind, friendly man, and his riders loved him. He led sing-alongs, told jokes, and shared stories. He celebrated all the holidays and all his riders' birthdays. He made riding the bus fun.

Two years later, my family moved again, and I went off to other new schools. But I never met another bus driver like Mr. Frank. That's why I've always remembered him.

# Sleuth Read-Alouds



## Gadget Is Gone!

The children in Ms. Kinsey's kindergarten class stared at the empty cage on the table at the back of the room. Then all eyes turned to look at Alex. Alex blushed and looked at his feet.

"Alex!" Jessica yelled. "Gadget is gone, and it's your fault!"

"Jessica," Ms. Kinsey said firmly, "what is our rule about speaking to others?"

Jessica stopped to think. "Raise your hand and wait your turn?"

Ms. Kinsey tried not to smile. "Yes, that *is* one of our speaking rules," she agreed, "but that's not the rule I meant."

David waved his hand. "I know! No yelling at other people."

"That's right," Ms. Kinsey said. "Yelling doesn't help, and it hurts other people's feelings."

Jessica looked ashamed. "I'm sorry, Alex."

"I'm sorry too," Alex whispered. "I thought I latched the door." The children took turns giving food, water, and pats to the class guinea pig, and yesterday it had been Alex's turn.

Ms. Kinsey said, "When we have a problem, we work together to solve it. What's our problem? Maria?"

"Gadget is lost," Maria offered, "and we need to find him."

"What can we do to solve our problem?" their teacher prompted.

Several hands popped up in the air. Seva suggested getting all the students to search the entire school. Miles said they should bring in a dog to sniff for Gadget. Hector said they should get a new guinea pig.

Then Alex said quietly, "Gadget loves grapes. We could put out some grapes, and maybe he would come out to eat them."

The other children thought this was the best idea. Ms. Kinsey put a few grapes on a paper towel in a quiet corner. Later, there was Gadget happily munching on a grape. Alex scooped him up, gently placed him back in his cage, and carefully latched the door. Then Alex checked the latch again—just to be sure.

Module A, Lesson 13

## Mr. Squirrel

“Mom, I think Mr. Squirrel wants to be friends with me. Every time Spot and I walk under his tree, he chatters and chatters.”

“I think Mr. Squirrel might be telling you something quite different,” said Mom. “You see, Spot is a dog, and dogs sometimes hunt squirrels. I think Mr. Squirrel is warning you and Spot to stay away from his nest in the tree.”

I wasn’t happy with Mom’s answer. I wasn’t going to hurt Mr. Squirrel or his family. I just wanted to be friends. So Mom said, “Why don’t you visit Mr. Squirrel’s tree without Spot? See what happens then.”

That’s just what I did. I saw Mr. Squirrel up on a branch in his big oak tree. I stood under the branch and whistled up at him. Mr. Squirrel began to chatter and chatter at me, just like before.

I reported back to Mom. “I think Mr. Squirrel is still unhappy with me—and not just with Spot.”

“I think you are learning something important here, Ned,” said Mom. “You see, we need to respect the wild animals around us. They’re not tame like Spot. They have their own ways of living, and those ways don’t include having people nosing around their homes or nests.”

“Mom, I don’t want to bother Mr. Squirrel. But I would like to watch him. And I would like to learn more about him.”

“I have an idea!” said Mom. “Let’s be scientists. We’ll observe—that means ‘watch’—Mr. Squirrel and his friends and family in the oak tree. We’ll use these binoculars so we can see up close. Each time we learn something about the squirrels, we’ll write it in this notebook. It will be our squirrel journal.”

“Great, Mom! Before long, we’ll be squirrel experts!”



# Think-Pair-Share Routine



**COMMON CORE CONNECTIONS**

RL.K.1; RI.K.1; SL.K.1

## Rationale

### TEAM TALK

Think-Pair-Share provides a structure for pairs of children to think and talk together. The name aptly describes the stages of children's participation:

- **Thinking**—Children have time to think about something they read.
- **Pairing**—Children take turns expressing key ideas with a partner.
- **Sharing**—Children present their formulated ideas to a group.

Think-Pair-Share solves common problems associated with whole-class discussions. In the thinking stage, all children are allotted “think time,” which helps address the needs of both the quiet child and the over-eager child. Pairing gives children an opportunity to use the language of the text to discuss their ideas in a low-risk environment. This grouping encourages them to participate actively using key vocabulary and defend their ideas with text-based evidence. Finally, during the sharing stage, children present their rehearsed ideas to a group.

The Think-Pair-Share Routine provides children with structured support as they engage in text-reliant conversations. Ask children thought-provoking questions to get them involved in richer and more rigorous text-based discussions. Here are some questioning examples:

- What is the main topic? What parts of the text help you know the main topic?
- How does the character act when he faces a challenge? What words tell you that?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Think-Pair-Share Routine:

- Model how to do a Think-Pair-Share. Verbalize how you think through your ideas before stating them and how you support your ideas with text evidence. For example, *On page 10, the text says \_\_\_\_\_. This tells me that \_\_\_\_\_.*
- Describe how you use key vocabulary in your response. For example, *On page 4, the author used the word **screamed**. That word helps me understand that the character was frightened.*
- Teach children how to use appropriate language to respond to the views expressed by others. For example, *I agree with you. I think that \_\_\_\_\_. or I don't agree with you because I think that \_\_\_\_\_.*

**COLLABORATE** Practice by posing questions on familiar, non-threatening, non-academic topics, such as what children enjoy doing outside of school. Guide children in following each part of the Think-Pair-Share Routine. Give them a minute or two to think; then let them know it's time to share. When children get back together as a class, let volunteers share ideas with the group. Gradually increase this sharing time to include more children as they become ready to participate.

# Think-Pair-Share Routine



## THE ROUTINE

- 1** Introduce the Think-Pair-Share Routine to children. You might begin by saying, *In your head, think about how you might answer a question I ask. When I signal it's time to pair up, you'll get together with a partner and share your ideas. I'll give you a reminder to make sure each partner has a chance to share. Then, pairs can volunteer to share their ideas with the class.*
- 2** Pair children randomly with classmates sitting nearby, or in ability-focused pairs.
- 3** For successful conversation between partners, have children sit in close proximity to one another and engage in eye contact with each other. Remind children that they should attend closely to what their partner is saying.
- 4** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Be sure children find evidence in the text to support their answers.
- 5** Invite pairs to take turns responding to the question. Model ways in which children may respond to their partners by saying, *I agree with you. I thought something similar when \_\_\_\_.* or *I don't agree with you because I remember reading \_\_\_\_.* or *I think the author is trying to tell readers \_\_\_\_ because the text says \_\_\_\_.*
- 6** After a minute or so, remind children to make sure each partner has had a chance to contribute. You might say, *Now is a good time to make sure each partner has shared an idea.*
- 7** Monitor children's conversations by listening briefly to each pair. Offer prompts to focus their attention on or encourage them to look at the text to find evidence to support their answers. For example, *Explain your thoughts more. What part of the text helped you to draw that conclusion?* or *Find the words the author used to describe the character.*
- 8** When pairs have had time to explore the question, have children choose a spokesperson. Have them rehearse briefly one key point that they would like to share with their classmates. You may ask them to write this key point. Then have volunteers present their pair's key idea to the class. Keep track of the children who act as spokespeople so you can encourage different children to act as spokesperson with each pairing activity.



## Going Deeper

The following are additional activities to do with children once they are familiar with the Think-Pair-Share Routine.

- **COLLABORATE** Incorporate retelling into the routine. Provide time for partners to repeat back what each said. Later, during the sharing stage, ask children to present their partner's ideas.
- Encourage higher-level thinking. Ask the listener to frame his or her thoughts in response to the sharer. Explore how the listener can make connections, such as *I agree with what you said about \_\_\_\_*. As well as make comparisons, such as *I understand your point about \_\_\_\_, but I think \_\_\_\_*.
- **COLLABORATE** At the end of the conversation, give children one minute to rate the discussion they had with their partner. They may give it a “thumbs up” or “thumbs down.” Encourage partners to talk about why they rated their discussion the way they did. For example, *I gave our discussion a “thumbs up” because we each had different ideas. Your ideas helped me to think about the text in a new way.*

### Tips and Tools

Encourage children to use key vocabulary from the text in their retellings.

**COLLABORATE** As children rate their conversations, encourage them to focus on specific contributions made by their partners.

# Whole Class Discussion Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Whole Class Discussion provides an opportunity for the class to process what they have read together. Thoughtful conversations about text also provide opportunities for children to expand their oral vocabulary as they interact socially with their classmates. By engaging children in a whole class discussion, they are able to share their own ideas and respond to each other's ideas. A collective knowledge about a text results from Whole Class Discussions. Children gain a deeper understanding of the text along with repairing misinterpretations they may have about the text.

The Whole Class Discussion Routine is an effective tool to use after reading a text to children for the first time or following a close reading exercise. This discussion helps children clarify their understandings of the text. Here are some examples of engaging questions:

- What questions do you still have about the text? What prompted you to ask that question?
- What might you tell a friend about the text? Name the most interesting part to share.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Whole Class Discussion Routine:

- Set a time limit for the class discussion and for children to add their thoughts.
- State a specific focus for the discussion to help children respond in appropriate ways. For example, *We just read about three different kinds of farmers. What did you learn about each of these kinds of farmers?* If children get off topic, restate the discussion focus.
- Remind children of appropriate discussion manners, such as listening carefully to others, not interrupting others, and being positive about what classmates add to the discussion.
- Teach children how to refer back to the text as they add to the discussions. For example, *In the book, the caterpillar was very hungry. I know this because he ate an apple, two pears, three plums, and even more!*
- Teach children how to use appropriate language to respond to the views expressed by other children. For example, *I agree with you. I think that \_\_\_\_.* or *I don't agree with you. I think that \_\_\_\_ because the text says \_\_\_\_.*

Practice by engaging children in Whole Class Discussions throughout the day about a variety of topics. Keep the discussions to five-minute time frames.

# Whole Class Discussion Routine



## THE ROUTINE

- 1** Introduce the Whole Class Discussion Routine to children. Here is an example: *We are going to talk about this book together. Let's focus on \_\_\_\_\_. If you have something to say about this, raise your hand. Listen carefully to what your classmates say so when you add to our discussion, you can add new ideas.*
- 2** State the focus of the discussion and any time parameters you have set, such as *We're going to talk about \_\_\_\_\_ for the next 10 minutes.*
- 3** Pose an open-ended question to ensure an engaging conversation. Specific text-related questions are suggested in the teaching lessons. Give children time to think before they respond, and remind them to find text evidence that supports their responses. For successful Whole Class Discussions, remind children to wait for others to finish talking before they share their thoughts.
- 4** As children add to the class discussion, act as moderator rather than leader.
  - Ask for more information after a response. This helps children develop their contributions more fully. For example, *Tell me more about what you are thinking.*
  - Ask children to point out text evidence that substantiates their responses. For example, *What words in the text help you know that?* This helps children internalize the text and understand that it is important to support what they say with evidence from the text.
  - If children provide an opinion, ask other children to share their opinions in response. For example, *What do you think about that opinion? What is your opinion?* Encourage children to support their opinions with valid reasons.
- 5** As you near the end of your allotted discussion time, invite children who have not participated to add their thoughts to the conversation. You might say, *If you have not shared your thoughts, please share them with us now. You may have a new way to look at this text.*
- 6** Summarize one or two of the most important points discussed. Reviewing the conversation for children in this way will help strengthen their new or revised understandings about the text.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Whole Class Discussion Routine.

- Ask children to restate what the previous participant said before adding their own thoughts to the discussion. This encourages children to listen actively to what their classmates are saying.
- Encourage higher-level thinking by asking children follow-up questions to their responses. For example, *That's an interesting point. What made you think that?*
- At the end of the Whole Class Discussion, have children turn to a classmate and share one new idea they learned from the discussion. For example, *I have never been to a different country. I like how Maria explained how she could relate to the family's trip to a new country. It made me understand the story better.*
- At the end of the Whole Class Discussion, have children write or draw one new idea they learned from the discussion.



# Small Group Discussion Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Small Group Discussion provides a supportive and safe structure for groups of 3 or 4 children. Small Group Discussions allow individuals to practice and expand their oral vocabulary as they engage in thoughtful conversations about the text. Children interact with classmates in an intimate setting, allowing all group members to be actively involved.

The Small Group Discussion Routine is effectively used after reading a text in a Whole Class setting. Small Group Discussions help children clarify understandings of the text. These discussions allow children to unpack text specifics by looking at genre, text structure, and how a writer writes. Here are examples of questions that will engage children in text-based discussions:

- What words describe what the character is like?
- What part of the text tells you about the steps for growing a bean plant?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Small Group Discussion Routine:

- Set a time limit for the Small Group Discussion and for children to add their thoughts.
- State a clear focus for the Small Group Discussion. For example, [Find the events that happened first, next, and last in the story.](#)
- Remind children to listen carefully to their classmates, not interrupt others, and remain positive about what classmates add to the discussion.
- Model how to refer back to the text. For example, [This part of the text tells about what happened after the fire.](#)
- Teach children how to use appropriate language to respond to others' views. For example, [I agree with you. I think that \\_\\_\\_\\_.](#) or [I don't agree with you because I think that \\_\\_\\_\\_.](#)

Engage children in Small Group Discussions often. Discussions may revolve around subject matter, classroom situations, or literature. Provide feedback as children participate.

# Small Group Discussion Routine



## THE ROUTINE

- 1** Introduce the Small Group Discussion Routine to children. Here is an example: *You are going to work together with a few other children to talk about the text we just read. I will give you a question or two to think about and discuss. Each of you will have a role to play in your group. You will each also have the job of sharing your thoughts about the text.*
- 2** Organize children into groups of 3 or 4. Grouping can be in the form of ability grouping, interest grouping, or random grouping.
- 3** For successful Small Group Discussions, have children sit in a circle so that they can see and hear each other. Remind children to engage in eye contact as they take turns talking.
- 4** Introduce Small Group Discussion roles. These roles encourage all children to be active participants in the group. Group roles may include:
  - **Group Organizer:** introduces the task and keeps the group on target;
  - **Clarifier:** restates what a group member has said to clarify and confirm;
  - **Elaborator:** follows up with questions after a group member shares a response;
  - **Reporter:** reports about the overall group discussion.
- 5** Pose an open-ended question to ensure an engaging conversation. If the question relates to a text, remind children to find evidence to support their answers. Tasks may include using the text and a graphic organizer to record their thinking. Suggestions are found in the teaching lessons.
- 6** State any parameters you have set, such as *Talk in your groups for the next 10 minutes.*
- 7** As group members take turns responding to the discussion question or the task outlined, remind them to respond appropriately. For example, *I agree with you. I thought something similar when \_\_\_\_.* or *I don't agree with you because I remember reading \_\_\_\_.*
- 8** Stop by each group to monitor children's conversations. If children aren't engaged in rich discussion, offer conversation prompts. For example, *Show me the part of the text that supports your opinion.* or *Tell me about the character. What words does the author use to describe the character?*
- 9** As the end of the allotted time nears, remind children of the task. You might say, *In these last few minutes, talk together about the most interesting part of your discussion. The Reporter can share this with the class.* Encourage the Reporter to rehearse what he or she will say.



## Going Deeper

The following are additional activities that you may choose to do with the children once they are familiar with the Small Group Discussion Routine.

- Add a Fact Checker to the roles of a small group. Have the Fact Checker flag text evidence as children share text details in their responses.
- Together, brainstorm a list of questions that the Elaborator might ask during group discussions. For example, *What made you think that?* *What more can you tell us about that event?*
- At the end of a Small Group Discussion, have children decide if their group discussion earned a “thumbs up” or “thumbs down.” Have children name reasons for their rating.

# Read Aloud Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.10

## Rationale

Read Aloud opportunities provide children with the chance to listen to a proficient reader model fluent reading. When children have the opportunity to listen to texts being read to them, the challenge of unlocking words and understanding difficult concepts becomes easier due to the support of the proficient reader. Children are free to listen and take in new vocabulary that often goes beyond the scope of what they would use in most oral language conversations. They also gain insight into how readers work their way through a variety of texts, such as reading dialogue with voice inflection or using text features like photos and captions.

The Read Aloud Routine is an effective tool to use in a variety of group settings. Often the whole class will listen as you read aloud a text. Other times it may be helpful to read aloud to a small group, focusing on a particular reading or writing strategy, such as understanding and developing setting. For those individual children who need additional oral vocabulary knowledge, it may be helpful to read aloud one-on-one. As you read aloud, be aware of the number of times you stop to interject thoughts about the text. Plan for interjections carefully so you do not disrupt the flow of the overall reading.

Consider these points when planning for a Read Aloud:

- What is your focus for this Read Aloud? Some possible areas of focus could be for enjoyment, to expand children's knowledge of subject content, to follow the development of a character, or to determine the structure of a text.
- What points in the text provide for the most natural stopping points for brief, beneficial discussion?



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Read Aloud Routine:

- State a clear focus for the Read Aloud. For example, *As I read, listen for the main characters that we are introduced to.*
- Remind children that their primary role is to listen carefully to the text being read aloud.
- During the Read Aloud, model how to refer back to the text as you stop for brief conversations. For example, *That diagram helped me better understand the information in the text about \_\_\_\_.*
- Describe how key vocabulary deepens your understanding of the text. For example, *I knew Tony was really happy because the author used the phrase *delighted beyond words*.*
- As children respond to the text, model how to use language to respond politely to the views of others. For example, *I agree with you. I think that \_\_\_\_.* or *I don't agree with you because I think that \_\_\_\_.*

Engage children in Read Alouds often. Read Alouds should vary in text length and genre. They can be as quick as reading a poem aloud as you begin or end the school day, or as long as 15 minutes to engage in a rich piece of literature.

# Read Aloud Routine



## THE ROUTINE

- 1** Introduce the Read Aloud Routine to children. Here is an example: *I'm going to read aloud this text to you. Your job is to listen carefully for where this story takes place and how the author describes the setting. I'll stop from time to time for us to talk about what I've read.*
- 2** Gather the group in a comfortable, intimate setting. If possible, gather where children can partake in the visual aspects of the text as well as hear you easily.
- 3** Before reading the text aloud, explore the text with children. Provide a synopsis of the text. Explain the genre. Give children knowledge that they may need to understand before hearing the text read to them, such as *This text is broken into different parts. Each part will tell us about a fruit or vegetable.* Suggestions for exploring the text are found in the teaching lessons.
- 4** During the Read Aloud, stop briefly to monitor children's understanding of the text. Engage children in brief conversations by asking questions, such as *What do we know about the main character now?* You may also model your own thinking aloud. For example, *I learned something new. I did not know that grasshoppers had five eyes.*
- 5** After completing the Read Aloud, give children an opportunity to talk about the text. Ask engaging, open-ended questions that draw them back into the text. For example, *In what part of the book did we learn about pumpkin plants?* or *How did Alex react when his grandma surprised him?* Ask questions to confirm understanding, such as *What happened in this part?* You could also model how to clarify understanding. For example, *I was a bit confused in this part of the book. I'm glad I continued to read on. The next page helped me understand Uncle Ron's reaction.*



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Read Aloud Routine.

- Encourage higher-level thinking by asking children questions that require them to think specifically about the text or make connections to other texts. For example, *In what ways does the main character remind you of a character in another book?*
- At the end of a Read Aloud, ask children to reflect on the reading by having them draw a picture or write a sentence as a response to the text. Suggestions for this appear in the teaching lessons.

### Tips and Tools

Higher-level thinking questions and open-ended questions do not ask for one particular or specific answer. Instead, they require children to think about the text before responding. Children's answers should be in-depth, and children should be able to refer to the text for evidence to support their responses.

Here are some sample higher-level thinking question ideas and stems:

- Predict what would happen to this character if \_\_\_\_\_.
- Determine why the author chose this setting.
- How are \_\_\_\_\_ and \_\_\_\_\_ alike? How are they different?
- How can you categorize these words?
- How could you better organize the information in this text?
- Summarize the main ideas and key details in this text.



# Shared Reading Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RK.K.3, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.10; SL.K.1, SL.K.2, SL.K.3

## Rationale

The Shared Reading Routine provides children with the opportunity to engage in the shared responsibilities of reading text. This opportunity falls in the middle of the gradual release model, providing children with some responsibility while continuing to receive support from a proficient reader. During Shared Reading opportunities, the teacher's role is to support children as they engage with the text. The teacher often maintains control over the reading while at the same time encouraging children to read along and build their confidence in tackling text challenges at the word level, sentence level, and text level.

The Shared Reading Routine is an effective tool to use in a whole class or small group setting. The text is usually familiar to children but provides some language or text structure challenges. The familiarity provides comfort to readers as they tackle these text challenges with greater responsibility.

As you plan for a Shared Reading opportunity, keep the following things in mind:

- What roles will children play in the reading? Will they read aloud during dialogue or repeated refrains? Will they read along silently as you read aloud? Will volunteers take turns reading sections of the text?
- What role will you play as the proficient reader?
- What opportunities will you take to demonstrate effective reading or writing strategies?

### Tips and Tools

#### TERMS TO KNOW

**gradual release model** The *gradual release model* is an instructional practice in which the responsibility for learning starts with the teacher and is gradually transferred to the child.

**text challenge** A *text challenge* is anything about a text that may be difficult for children, such as word and sentence length, genre, organizational pattern, visual support, and the background of the reader.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Shared Reading Routine:

- State a clear focus for the Shared Reading opportunity. For example, *As we read together, look for words that tell about how the main character feels.*
- Remind children that because you are reading the text together, they are to be active readers along with you.
- Stop periodically to check children's comprehension or to model a strategy. For example, *I have to think carefully about the order in which the story events happen so I can better understand the story.*
- As children unpack key vocabulary, encourage them to think aloud about how they come to understand that vocabulary. Model appropriate strategies, such as using illustrations and context clues, reading on, or rereading to understand these terms.
- **COLLABORATE** As children respond to the text and to their peers' responses about the text, remind them to listen carefully to what their classmates have to say. Then they may state their own opinions and support their opinions with reasons and text evidence.

Engage children in Shared Reading opportunities during all subject matter lessons to give young children the experience of engaging in more challenging text in a highly supportive way. Text conversations during Shared Reading opportunities are rich and supportive and can build children's oral vocabularies as well.

### Tips and Tools

**Monitor Progress** Keep a list of children's names and briefly note their participation by date. Use your checklist as a guide to encourage reluctant children to show their active reader participation.

#### TERMS TO KNOW

**active readers** *Active readers* participate by following along, reading silently while the teacher reads, or taking turns reading portions of the text aloud.

# Shared Reading Routine



## THE ROUTINE

- 1** Introduce the Shared Reading Routine. For example, *We're going to read this text together. As we read, your role will be to follow along and help me with the character dialogue. As we read, let's look for words or phrases the author uses to describe the characters.*
- 2** You may gather the group in a comfortable, intimate setting to promote a sense of working together through the text.
- 3** During the Shared Reading, point out print conventions. Besides unlocking text meaning, this is an opportunity to model how text works. For example, reading from top to bottom and left to right, navigating text features, and attending to punctuation.
- 4** Stop briefly to monitor children's understandings of the text. Engage children in brief conversations by asking questions, such as *What is something new that you learned?* or *Where does this story take place?* Model your own thinking aloud, helping children understand how a proficient reader navigates text and overcomes challenges. Upon subsequent similar challenges, invite children to model their thinking. This allows you to assess children's understanding of what you previously modeled and their abilities to overcome challenges as they read.
- 5** After completing the Shared Reading, discuss the text's overall meaning or main idea. Then ask open-ended questions that focus on more specific things, such as setting, characters, or text structure. Have children use text evidence to support their responses.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Shared Reading Routine.

- **COLLABORATE** As you return to familiar literary text, invite children to role-play the characters. When you return to a familiar informational text, have volunteers read aloud captions for photos.
- Always encourage children to read along with you as they feel comfortable.
- **COLLABORATE** After reading, have pairs discuss their “Aha!” moments as they read the text. Provide them with an open-ended question to discuss. See the teaching lessons for such questions.

# Independent Reading Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; RF.K.4

## Rationale

Independent Reading is having children read on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with texts that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.



## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.
- State a clear focus. For example, *As you read your informational texts, pay attention to the text features, such as headings. How are they helpful?*
- Remind children that they are reading independently, so it is important for them to find their own space to read quietly.
- Check in periodically with each child. Take time to model a reading strategy that you have noted he or she needs additional practice with. For example, *What word did you come across that you didn't know? What did you do? I would read on to see if there was more information in the text about the word's meaning. Why don't you try that the next time you find a word you don't know?*
- **COLLABORATE** As children wrap up their daily Independent Reading time, give them time to reflect on their reading, whether they share with the class, a small group, a partner, you, or in a journal. You may also wrap up this time with a quick class discussion, asking children to share examples from what they read that connect to the focus you provided earlier.

As children engage in Independent Reading, help them understand that this is the time to practice the skills and strategies they have learned in Read Aloud and Shared Reading experiences. Remind them to read a variety of genres.

# Independent Reading Routine



## THE ROUTINE

- 1** Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely “just right” for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2** Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3** Provide children with a focus for the day’s Independent Reading. For example, you might have children read a narrative and focus on details that describe the story’s setting.
- 4** Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5** As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include questions such as *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6** After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.



## Going Deeper

The following are additional activities that you may choose to do with children once they are familiar with the Independent Reading Routine.

- As children read for longer periods of time, ask them to journal as they read or after they read. This will help them solidify their understandings of the text.
- **COLLABORATE** Have children work with partners to describe what they have read or to tell others why they should read that book.



# Text Club Routine



## COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10; SL.K.1, SL.K.2, SL.K.3, SL.K.6

## Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.



## Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few pages aloud.
- As children first learn to manage and participate in Text Clubs, use picture books. Then introduce longer texts.
- Assess children's progress during Text Club discussions by observing their interactions with peers and the text. Children can assess their own performances through checklists and conferences with you.

# Text Club Routine



## THE ROUTINE

- 1** Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own or you might listen to it. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2** Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
  - Discussion Leader:** leads the group discussion and keeps everyone on task
  - Word Wizard:** finds new, interesting, or challenging vocabulary words
  - Connector:** looks for connections between the Text Club text and other texts
  - Summarizer:** shares a short summary of the book being discussed
  - Art Director:** creates a drawing or diagram connected to the reading
- 3** Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4** Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5** Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of someone you know?*
- 6** After Text Club discussions, have groups share the texts with the entire class.
- 7** Debrief with each Text Club to assess children’s comprehension and group interactions. Ask children to rate their discussions with a “thumbs up” or “thumbs down” and explain their reasons.



## Going Deeper

You may choose to do these activities once children are familiar with the Text Club Routine.

- Have Text Clubs engage in projects to share texts with the class. For example, they may put on a puppet show or make a poster of interesting facts.
- Have children write or draw in reading journals after Text Club discussions. Provide sentence frames, such as **I shared \_\_\_\_\_;**  
**I learned \_\_\_\_\_; I like/dislike the book because \_\_\_\_\_.**

# Benchmark Vocabulary Routine: Informational



**COMMON CORE CONNECTIONS**

RI.K.4; L.K.4, L.K.5, L.K.6

## Rationale

Informational texts provide opportunities for children to develop subject matter concepts as well as build connections between words that are unique to those subject matter concepts. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to explicitly teach needed vocabulary for understanding text and provide children with a set of strategies for determining word and phrase meaning independently as they encounter unfamiliar vocabulary in their reading. As children build their knowledge of vocabulary related to subject matters, it is important that they can call on their understandings of affixes, inflected endings, and root words, as well as learn to derive meaning from text information, such as pictures, charts, and context, to understand the meaning of key words and phrases. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when they encounter new words in complex texts.

In informational texts, some of the critical vocabulary is more technical and singular in terms of relating to specific concepts and important to making meaning of the text. Readers have a greater challenge to comprehend specialized informational text vocabulary because the words rarely have synonyms and they represent new and complex concepts. Children are less able to use their background knowledge of similar words to help comprehend such specific text. It is important to provide children with opportunities to experiment with and develop conceptual vocabularies so that they will move through the grades with a basic foundation of such words.



When planning Benchmark Vocabulary lessons for informational text, consider providing:

- opportunities for children to engage with the vocabulary through experimentations as well as conversations. For example, if reading an informational book about magnets, children will better understand the vocabulary *magnetic field*, *poles*, *attract*, and *repel* if they experiment with magnets and actually see these terms in action. Conversations then lead to deeper understanding and correct usage of those terms in oral language.
- rigorous vocabulary instruction to help children expand their domain-specific vocabularies.

### Tips and Tools

#### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *port*, meaning *carry*, is the root word of *report*, *portable*, and *transport*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Informational Text:

- Pronounce the word orally and then have children repeat it two times. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning through context clues, text features, a glossary, or a children's dictionary.
- Create a semantic map of the word so that children see the connections between the word and related words. Have children use the map to create sentences and internalize the word.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their speaking and writing. In addition, the more children know about how words work in texts, the more they will increase their ability to comprehend complex content-area texts by applying this knowledge when encountering new words.



## Tips and Tools

### Word Maps

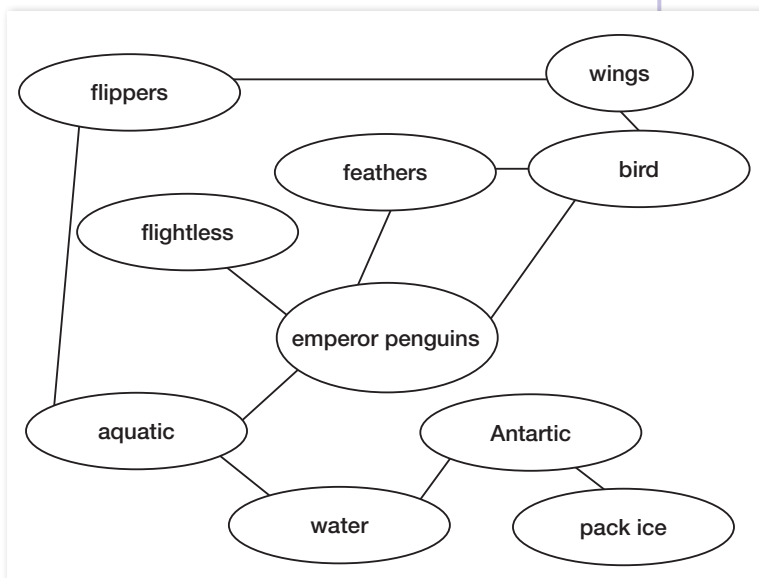
Semantic mapping is a word mapping strategy to engage students in thinking about and discussing word relationships within a set of connected concepts and ideas. Using a graphic organizer, the ideas most central to a concept are displayed closest to the main topic, and details and linkages are formed to display interconnectedness within the concept. There is no perfect or “correct” semantic map.

You may wish to adapt either graphic organizer Web A or Web B, as in this example.

### TERMS TO KNOW

**context clues** *Context clues* are the words and sentences found around an unknown word that help readers understand the word’s meaning. Help children find examples of how writers provide a synonym or even a definition for an unknown word, use an antonym to give a contrast clue, provide an example of the unknown word, or sometimes provide just enough information for readers to infer meaning.

**text features** *Text features* are important elements of nonfiction texts that help readers navigate the content and better understand the concepts they are reading. Some text features are organizational, while other text features supplement content or present new information. Help children become familiar with text features such as a table of contents, headings, labels, captions, charts, diagrams, sidebars, a glossary, and an index.





# Benchmark Vocabulary Routine: Informational



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Informational Text to children. For example, *As we read informational text, we will come across words that we have not seen or heard before. Sometimes the author gives us the meaning of the words right in the text. Other times we might have to read on to understand what the word means, or we might have to look at a diagram in the text to understand the word.*
- 2** Write or display the sentence or passage containing the word. Say the word aloud, and have children repeat the word. Use the word in another sentence, providing children with a similar context in which to hear the word used. For example, *“Leaves sprout on the trees”* is found in the text. You might share this sentence: *Young plants sprout from the ground.*
- 3** If there are context clues to help establish meaning of the word, have children share those. Help children understand how the word relates to other words. For example, in *Supermarket* by Kathleen Krull, the text states, “Behind all the eggs, milk, yogurt, and cheese is a refrigerated area keeping everything cold.” The word *refrigerated* is defined further on in the sentence with the words *keeping everything cold*. Point out that *refrigerated* is similar to the word *refrigerator*, which most children are likely familiar with.
- 4** If the word is boldface in the text, show children how to find the glossary in the book and read the glossary definition aloud. If not, you might want to look the word up in a children’s dictionary. However, be aware that sometimes definitions of technical words are not helpful if children do not have some foundational knowledge regarding the concept.
- 5** Create a semantic map with children. This helps children see and make connections between the unknown word and known words and/or concepts.
- 6** Encourage children to reference the semantic map to help them use the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you are better able to assess children’s understanding.
- 7** As children develop their conceptual vocabularies, provide opportunities for them to use these new terms to write in response to informational text.



## Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Informational Text.

- As you read an informational text, sort specialized words into categories to create connections for children. For example, a book about seasons includes words such as *autumn*, *spring*, *summer*, and *winter* as categories. Within each season, there are words specific to that category, such as *harvest*, *bloom*, *humid*, and *snow*.
- Have children create word poems. They may draw a meaningful shape to represent the word and then list words around the outline of the shape that connect to the word. For example, an outline of the sun might have the words *rays*, *heat*, *bright*, and *star* around it. An outline of a camel might have the words *desert*, *hot*, *sand*, and *hump* around it.

### Tips and Tools

Children are often challenged by the vocabulary of informational texts because the words are unfamiliar and represent complex concepts. By creating word maps, children have access to a visual network of words, which leads them to see how ideas are connected. Teaching words as a network of ideas, teaching word parts, teaching examples and non-examples related to a new word, and helping children connect new vocabulary and their prior knowledge are strategies that foster understanding of how words work and prepare children to unlock meaning as they read increasingly complex texts.

# Benchmark Vocabulary Routine: Literary



**COMMON CORE CONNECTIONS**

RL.K.4; L.K.4, L.K.5, L.K.6

## Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is likely not a word kindergarten children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.



## Tips and Tools

### TERMS TO KNOW

**affix** An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

**inflectional ending** An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

**multiple-meaning word** A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

**root word** A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to [www.PearsonSchool.com/NYCRReadyGEN](http://www.PearsonSchool.com/NYCRReadyGEN) to read more about generative vocabulary instruction in *ReadyGEN*.

# Benchmark Vocabulary Routine: Literary

## Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Texts:

- Pronounce the word and have children repeat it. Read aloud the passage in which the word is found in the text.
- Discuss the word's meaning within the given context. If necessary, rephrase the meaning in language that is easier for children to understand.
- Have a volunteer use the word in a sentence that is similar to the passage. Then have a volunteer use the word in a new context. Talk about the different usages.
- Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Talk about why the author may have chosen that word rather than one of its synonyms.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work in texts, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.



## Tips and Tools

### Context Clues

Point out to children that by reading on, the meaning of an unfamiliar word might be revealed to them. Robert McCloskey uses this technique to define *molt* in *Make Way for Ducklings*. “And only just in time, for now they were beginning to molt. All of their old wing feathers started to drop out, and they would not be able to fly again until the new ones grew in.”

# Benchmark Vocabulary Routine: Literary



## THE ROUTINE

- 1** Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2** Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3** Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight."* The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4** Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5** Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6** Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7** As their word knowledge expands, guide children to carefully consider word choice as they incorporate new vocabulary when writing in response to literary text.



## Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Texts.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as *comfortable* and *tight* for *snug*, or add morphological family members of the word, such as *fright* and *frighten* for *frightening*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

### Tips and Tools

#### Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

#### TERMS TO KNOW

**synonym** A *synonym* is a word that has almost the same meaning as another word.

**morpheme** A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.



# Reading Wrap-Up Routine



**COMMON CORE CONNECTIONS**

RL.K.1, RL.K.2; RI.K.1, RI.K.2; SL.K.1

## Rationale

Reading Wrap-Up is a 5–10 minute activity held at the end of a reading lesson. Children come together as a community of readers to summarize what they have learned during the reading lesson. In Reading Wrap-Up, children are encouraged to make connections between previous learning and new ideas that emerged in the day's lesson. Children share their own insights about the text and are encouraged to add to what their classmates have said. Children practice both their speaking and listening proficiencies. You can quickly assess the success of a lesson by observing and listening to children explain in their own words what they have learned.

As you plan for Reading Wrap-Up activities, keep in mind:

- the end goal of the lesson. Prompt children with discussion questions that relate to this end goal.
- the types of questions with which you prompt children. Provide opportunities for children to share their opinions and ideas or to ask questions.



## Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Reading Wrap-Up Routine.

- Be sure to schedule time at the end of the lesson for this important opportunity to make connections, recall and apply learning, and celebrate accomplishments.
- State a clear focus for the Reading Wrap-Up. For example, *Today we learned how to use an index. An index helps readers find information in a book. Let's talk about when a reader might want to use an index.*
- Teach children how to use language to respond to others' views. For example, *That was the part I thought was most interesting, too. Why did you find it so interesting?* or *I was really surprised at the ending! Did you think it was going to turn out that way? Why did you think so?*

# Reading Wrap-Up Routine



## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the reading lesson.
- 2** Quickly review the lesson objectives and the text read during the lesson. Here is an example: *Today we read an informational text. An informational text tells about things that are real and true. This text is about how plants grow. The words told us how plants grow, and the photographs showed us how they grow.*
- 3** Pose open-ended questions to prompt meaningful conversation about the text read. Begin questions with *who*, *what*, *when*, *where*, *why*, and *how*. For example, *What is one thing you remember from what we read today? Which part of the text did you like best? Why did you like it? or Who do you know is like this character? How are they alike?*
- 4** Encourage children to ask questions about the text or skills taught. If time allows, review, reteach, or make notes to follow up in future lessons.
- 5** You may discuss any reading homework or talk about upcoming texts to be read. For example, *Tomorrow we'll be finishing our story maps and drawing pictures of our favorite part of the text.*



## Going Deeper

These additional activities may be done with children once they are familiar with the Reading Wrap-Up Routine.

- Before children share their observations in the Reading Wrap-Up discussion, have them write or draw for one minute in their journals about what they read during the lesson. This will help children focus and remember what they want to say before speaking in front of the group.
- **COLLABORATE** Have each child write one big idea from the lesson's reading. Have each child share that big idea with the group or with a partner.
- Remind children to use what they have learned, noticed, or thought about in the reading lesson as they move through the rest of the day. For example, *Today in our reading we learned about the beginning, middle, and end of a story. Who can tell us what happened at the beginning, middle, and end of our day today?*

# Writing Wrap-Up Routine



**COMMON CORE CONNECTIONS**

RL.K.1; RI.K.1; W.K.5; SL.K.1

## Rationale

Writing Wrap-Up is a 5–10 minute activity held at the end of each writing lesson. Children come together as a community of writers to discuss their writing with their peers. In Writing Wrap-Up, children are encouraged to share their writing and any new understandings they have about the craft of writing. You can quickly assess the success of a lesson by listening to children talk about their writing and their new understandings about the craft of writing.

As you plan for Writing Wrap-Up activities, keep in mind:

- the format in which children will share their writing: with partners, in small groups, or as a whole class.
- the focus of the feedback. Do you want others providing suggestions for revisions? Do you want others commenting on the strongest parts of the writing? Do you want others making connections between their own writing and that of the child sharing?



## Implementing for Success

Use the following suggestions as you introduce and guide children in meaningful participation in the Writing Wrap-Up Routine.

- **COLLABORATE** Be sure to schedule time at the end of a writing lesson for children to recall what they learned during the writing lesson, share their writing with others, and celebrate accomplishments.
- State a clear focus for the Writing Wrap-Up. For example, *Today we learned how authors use describing words to tell about their characters. Find places in your writing or your picture where you add details to describe your character.* Give children a minute to review their writing and prepare to share based on the wrap-up focus.
- Before asking children to provide feedback on their classmates' writing, model constructive ways to provide feedback. For example, *I like how you described your character as grumpy. That helped me really understand how he was feeling about missing the bus.*

# Writing Wrap-Up Routine



## THE ROUTINE

- 1** Bring children together for a 5–10 minute wrap-up of the writing lesson.
- 2** Quickly review the lesson objectives and the writing task. Here is an example: *Today we talked about choosing a topic for writing. You drew pictures of three things you might write about.*
- 3** Have children share their writing and new understandings with each other. This may be done in pairs, small groups, or with volunteers sharing with the whole class. Prompt children to discuss writing in thoughtful ways by suggesting open-ended questions, such as *What part of your classmate's writing was most interesting to you? Why?*
- 4** Discuss any questions children have about the writing skills they have learned. If time allows, review, reteach, or make notes to review in future lessons.
- 5** Preview how today's lesson will carry over to the next writing lesson. For example, *Today we created a character for our stories. Tomorrow we will draw the beginning, middle, and end of our stories.*



## Going Deeper

These additional activities may be done with children once they are familiar with the Writing Wrap-Up Routine.

- **COLLABORATE** Before children share their writing with others, have them talk with a partner for one minute about what they wrote during the lesson. Encourage them to talk about what they enjoyed most about the writing exercise or what they found to be most challenging.
- Give each child an index card. Have them write or draw what they talked about or learned in the writing lesson that day. Share a few examples during the wrap-up, and send the cards home with children to share with their families.
- Remind children to use what they have learned, noticed, or thought about in today's writing lesson as they move through the rest of the day. For example, *During writing today, we talked about the topic of the text we read. As we do more reading in science today, think about the topic of the science lesson.*



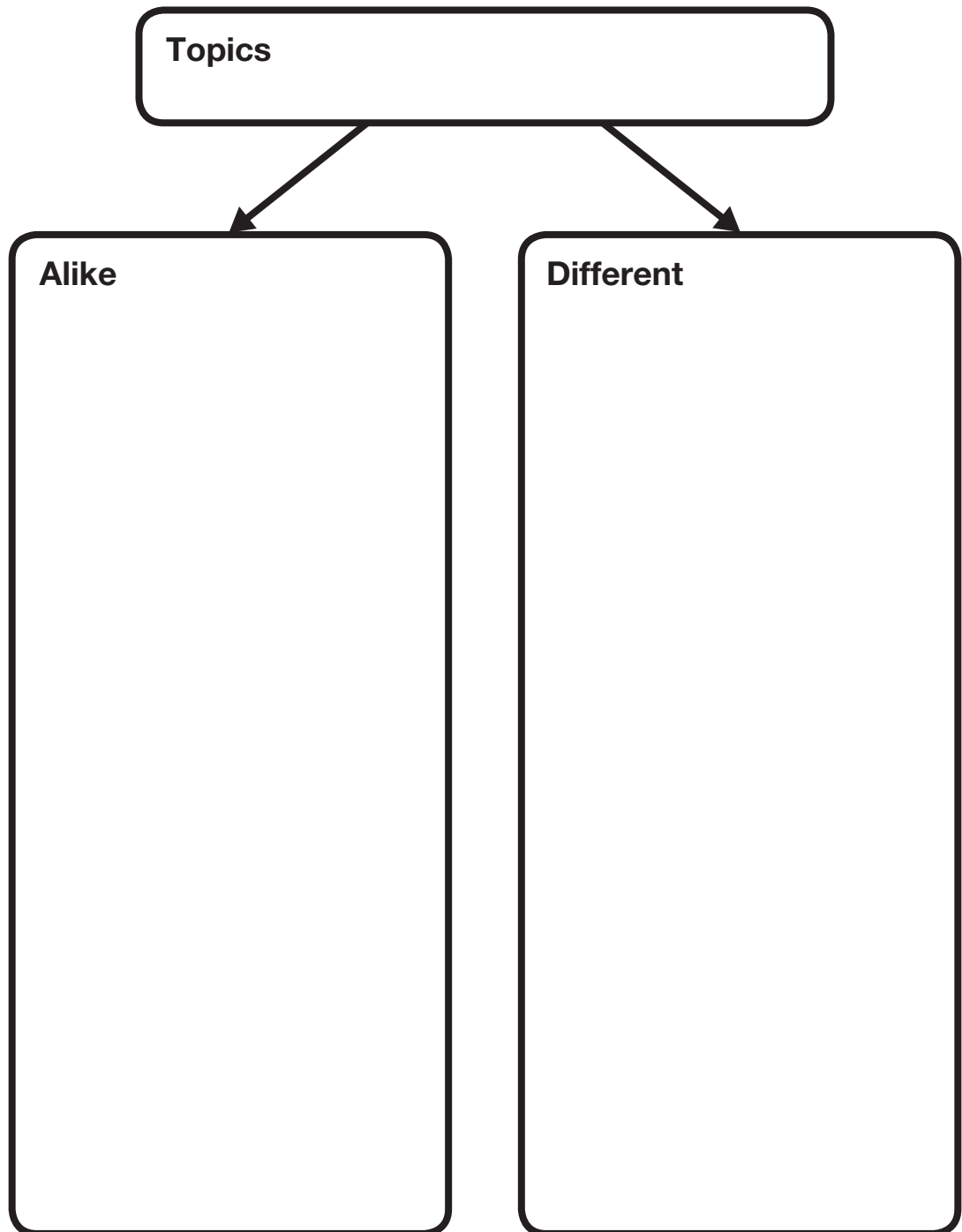
# Graphic Organizers

## Cause and Effect

Causes	Effects
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>
<div>Why did it happen?</div>	<div>What happened?</div>

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# Compare and Contrast



# Graphic Organizers

**Four-Column Chart**


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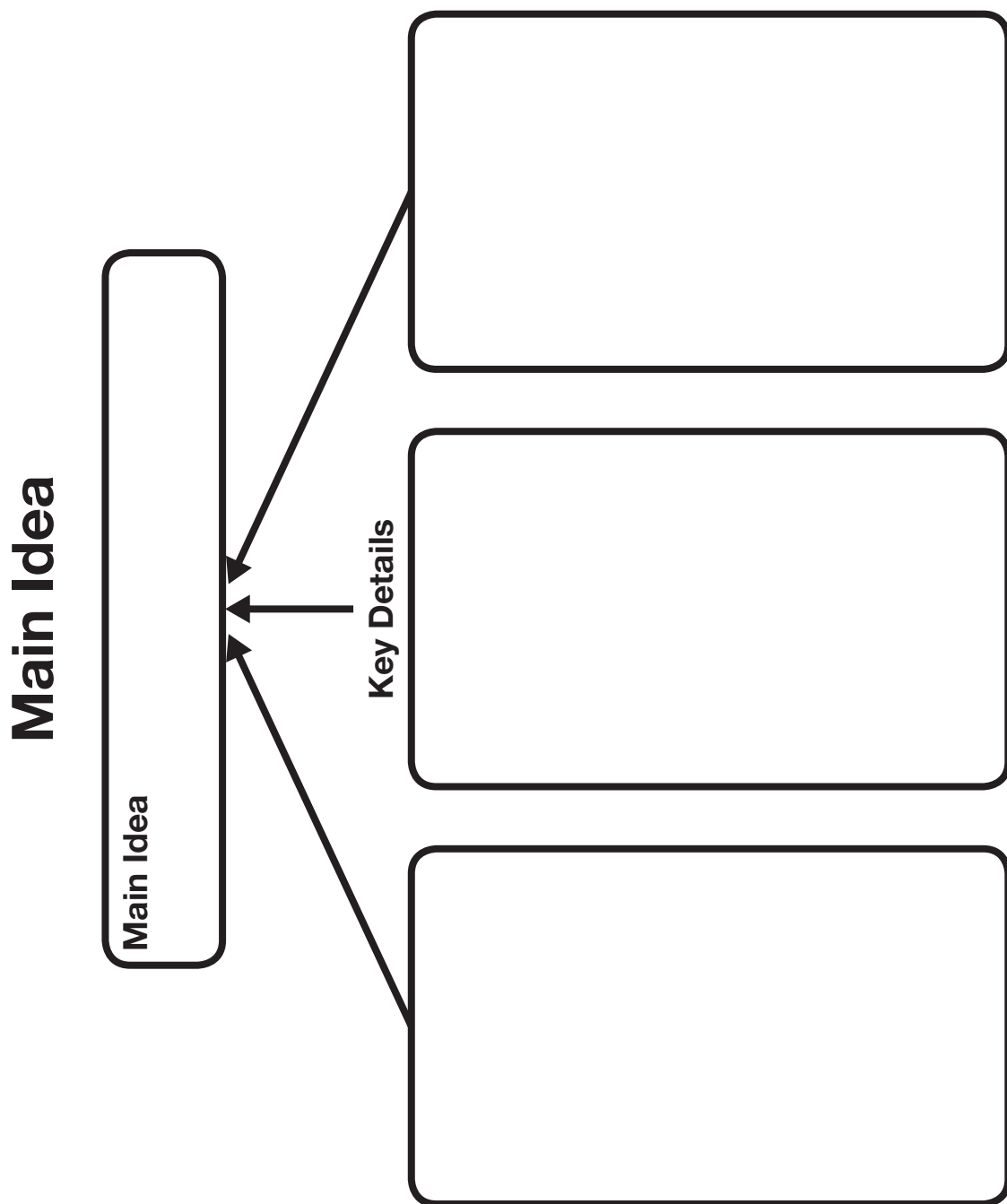
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# K-W-L Chart

Topic \_\_\_\_\_

What We <b>K</b> now	
What We <b>W</b> ant to Know	
What We <b>L</b> earned	

# Graphic Organizers



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# Story Sequence A

Title \_\_\_\_\_

**Beginning**



**Middle**



**End**



# Graphic Organizers

## Story Sequence B

<b>Title</b>	
<b>Characters</b>	<b>Setting</b>

↓

<b>Events</b> 1. First	
---------------------------	--

↓

2. Next	
---------	--

↓

3. Then	
---------	--

↓

4. Last	
---------	--

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## T-Chart

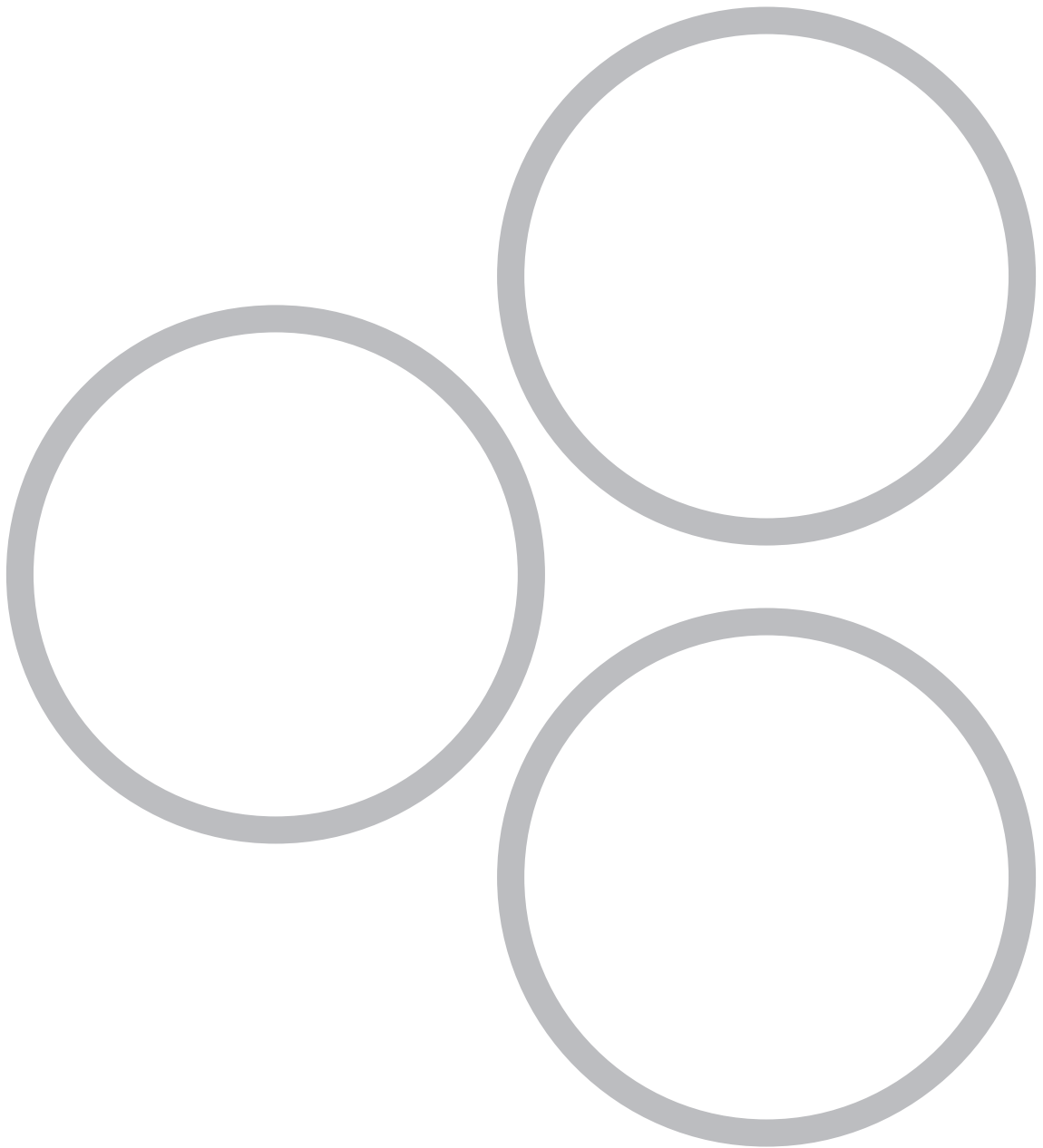



# Graphic Organizers

## Three-Column Chart


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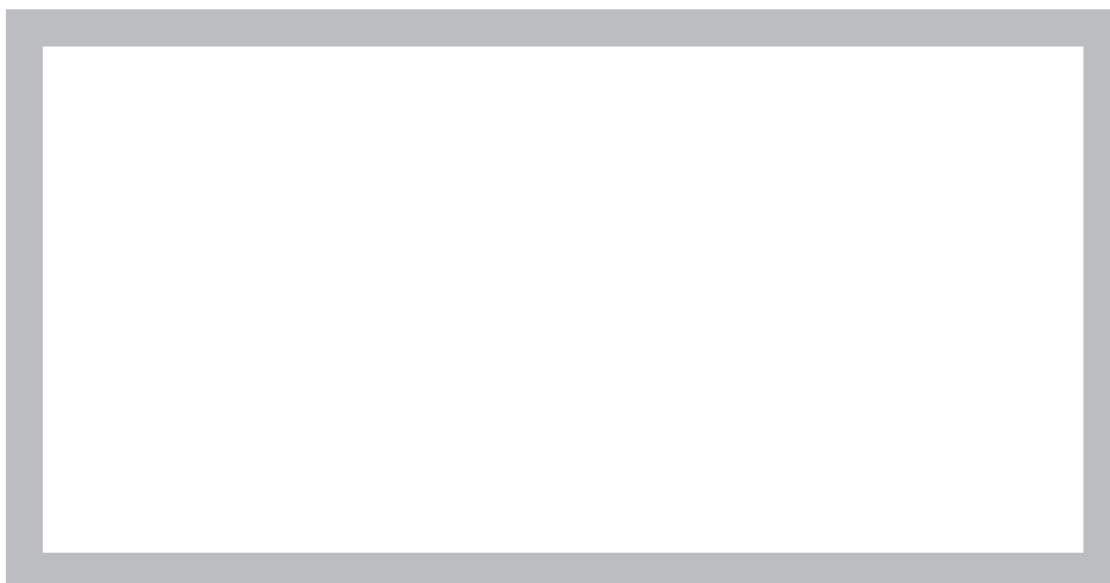
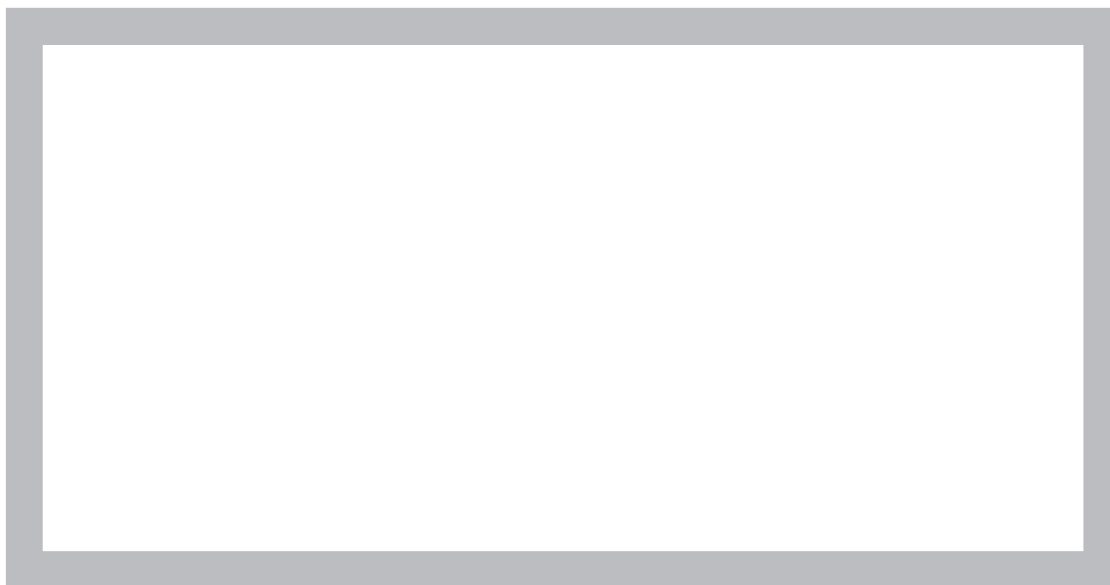
## Three Sorting Circles



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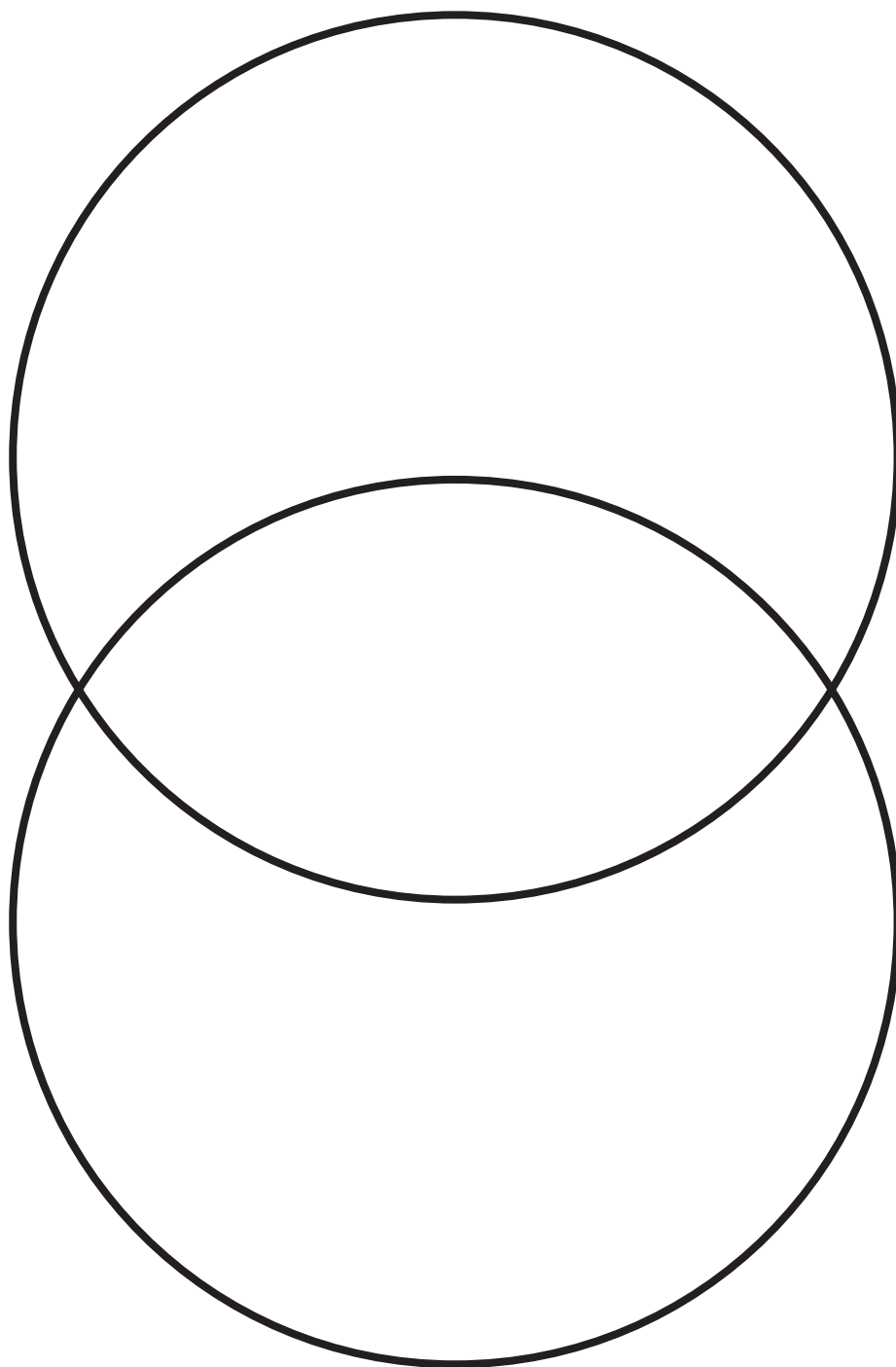
# Graphic Organizers

## Two Sorting Boxes



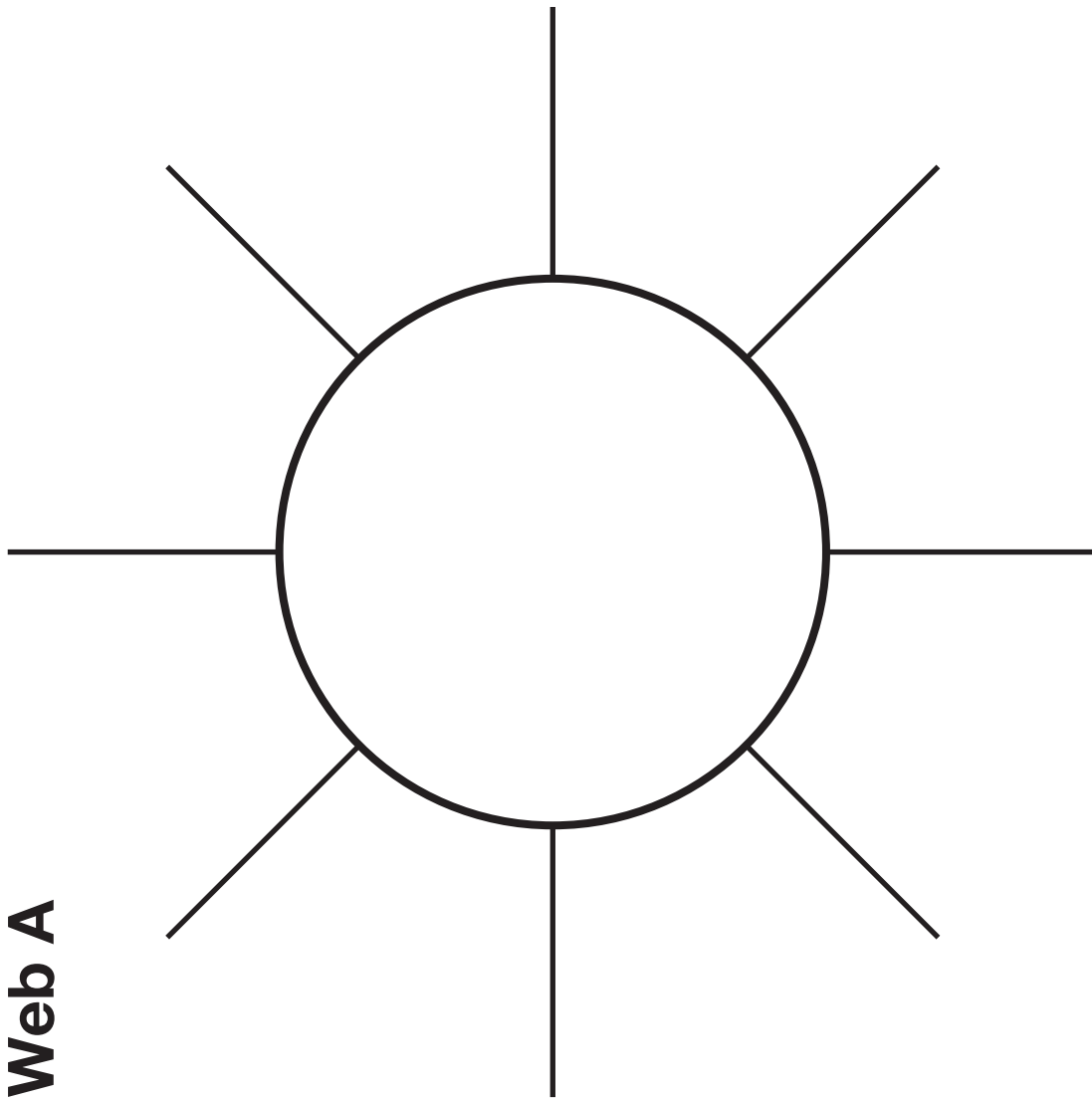
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## Venn Diagram



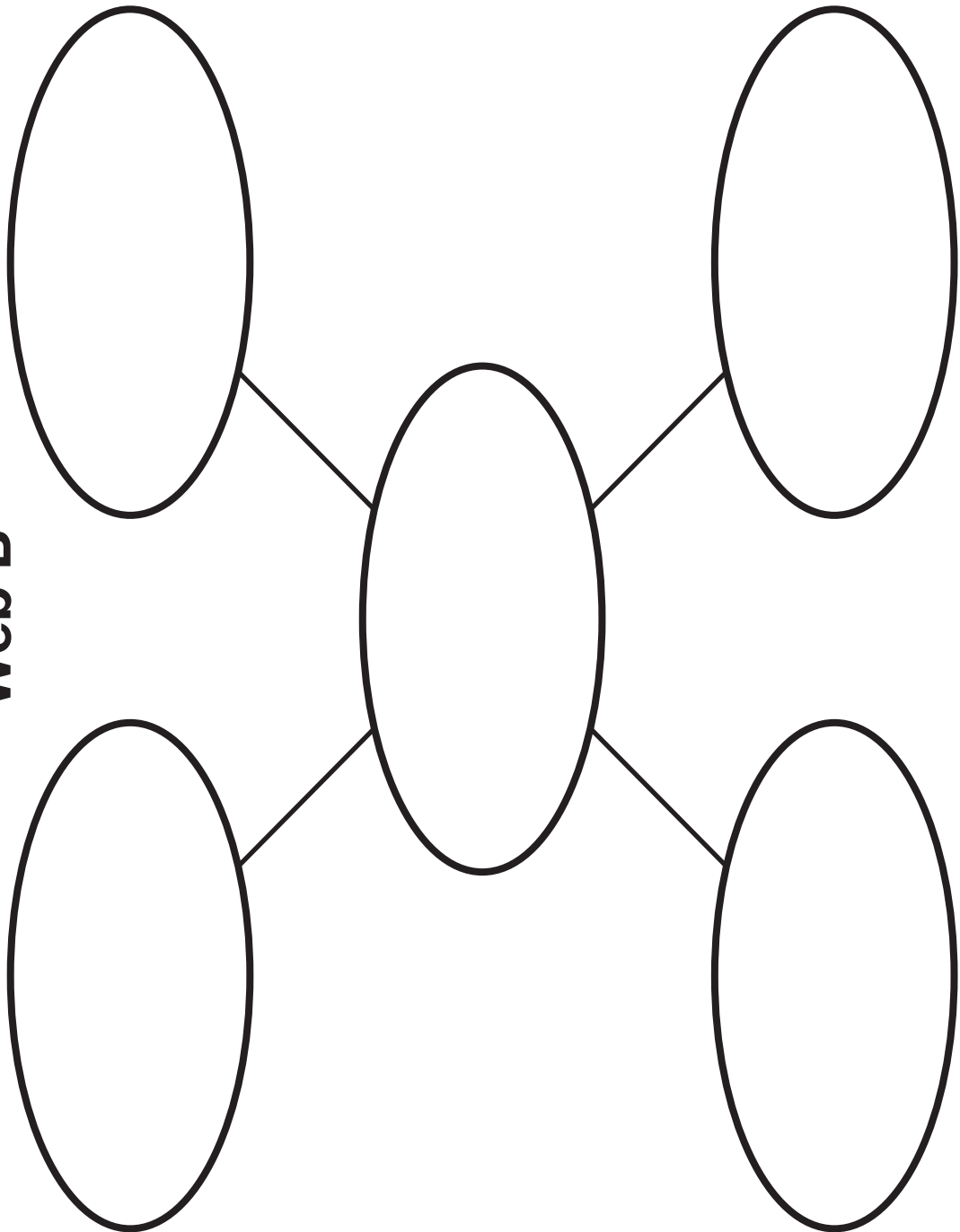
# Graphic Organizers

**Web A**



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## Web B



# Graphic Organizers

## Word Rating Chart

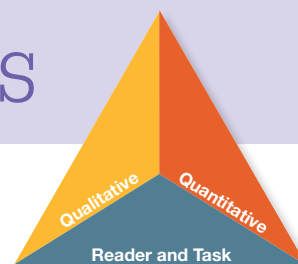
Word	Know	Have Seen	Don't Know

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# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Make Way for Ducklings***.

### QUANTITATIVE MEASURES

LEXILE	AD630L
AVERAGE SENTENCE LENGTH	12.96
WORD FREQUENCY	3.54
PAGE COUNT	68

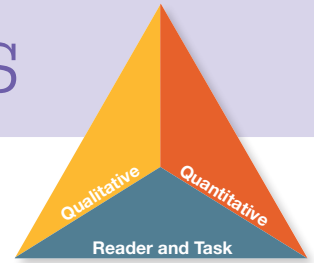
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible theme (how people and animals work together to protect young ducklings)
STRUCTURE	conventional narrative structure; clear sequence of events
LANGUAGE CONVENTIONALITY AND CLARITY	general vocabulary; blend of simple, compound, and complex sentences
THEME AND KNOWLEDGE DEMANDS	a basic understanding of how ducks live and raise their young

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss what baby ducks are called, how they are born, and what they might need to live and grow.	Reread the text with children and help them identify facts they learn about ducks, such as their predators, their habitats, and their behaviors.

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***A House for Hermit Crab***.

### QUANTITATIVE MEASURES

LEXILE	480L
AVERAGE SENTENCE LENGTH	9.59
WORD FREQUENCY	3.49
WORD COUNT	786

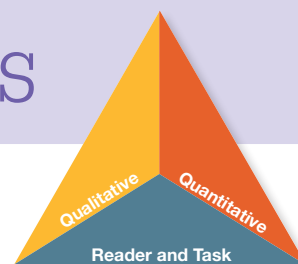
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible theme (growing out of something)
STRUCTURE	sequence of events clearly organized by month of year; repeated pattern of events
LANGUAGE CONVENTIONALITY AND CLARITY	occasional advanced vocabulary (e.g., <i>gingerly</i> , <i>possibilities</i> ) and frequent topic-specific terms (e.g., <i>sea anemones</i> , <i>sea urchin</i> , <i>lantern fish</i> )
THEME AND KNOWLEDGE DEMANDS	a basic understanding of common ocean wildlife

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Have children tell about times they outgrew something, such as a piece of clothing or a behavior. Then ask them to name some fish and other wildlife they might find in the ocean and describe their characteristics.	Reread the story with children, stopping to help them identify each ocean creature the hermit crab encounters and name its unique characteristics. Record the children's responses in a two-column chart.

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***Life in a Pond***.

### QUANTITATIVE MEASURES

LEXILE	310L
AVERAGE SENTENCE LENGTH	6.47
WORD FREQUENCY	3.31
PAGE COUNT	24

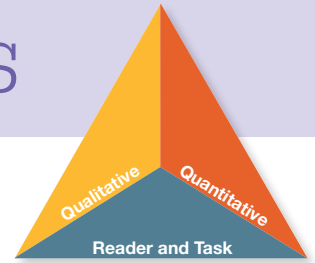
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (relationships among plants, animals, and water in a pond ecosystem)
STRUCTURE	topic introduced and developed in four subsections with photographs; book includes a glossary, resources, and index
LANGUAGE CONVENTIONALITY AND CLARITY	several topic-specific terms defined in glossary; general vocabulary reinforced through photographs ( <i>pond</i> , <i>forests</i> , <i>water lilies</i> , <i>cattails</i> )
THEME AND KNOWLEDGE DEMANDS	a basic knowledge of different plants and animals found in a pond ecosystem

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss with children what a pond is and where they might find a pond. Have them name some plants and animals they might see in or near a pond.	Reread the book with children and help them identify relationships among the plants, animals, and elements in a pond. Provide sentence frames as necessary, such as the following: Plants need sunlight and pond ____ ( <i>water</i> ) to grow. Animals such as frogs and ducks eat pond ____ ( <i>insects</i> ).

# Text Complexity Rubrics



## Text Complexity Measure

Use the rubric to familiarize yourself with the text complexity of ***A Bed for the Winter***.

### QUANTITATIVE MEASURES

LEXILE	240L
AVERAGE SENTENCE LENGTH	7.39
WORD FREQUENCY	3.38
WORD COUNT	362

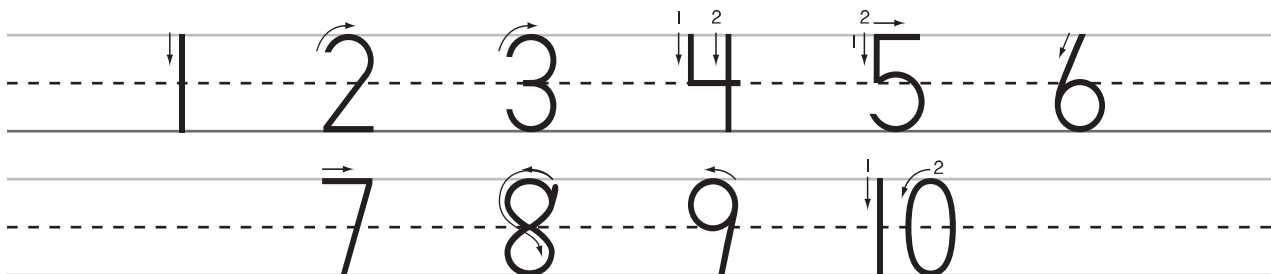
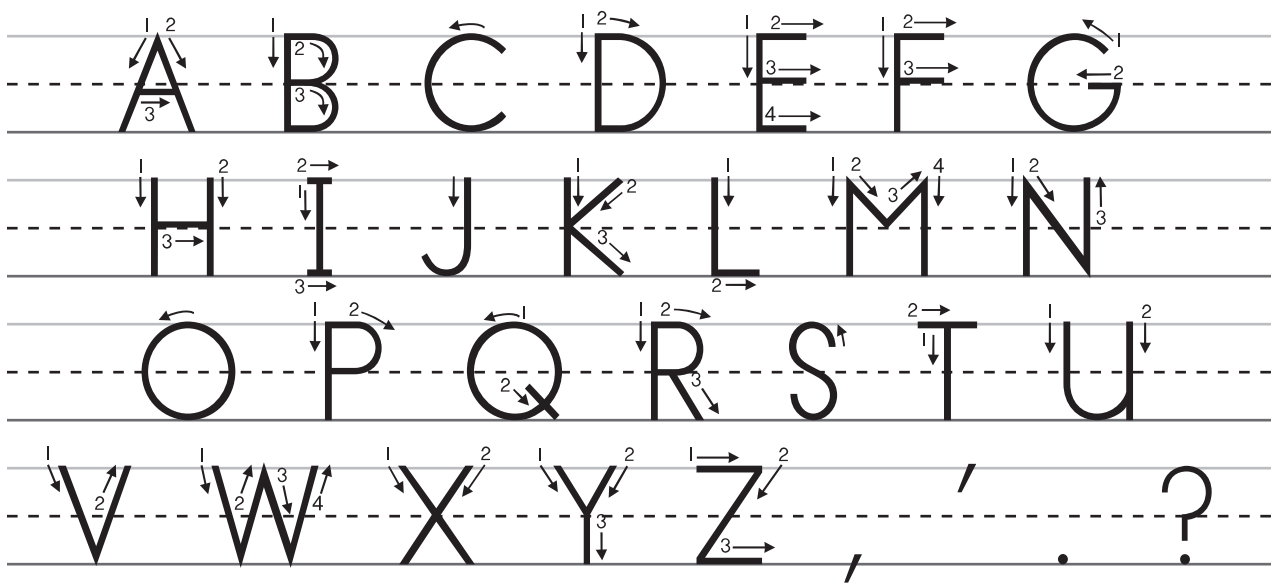
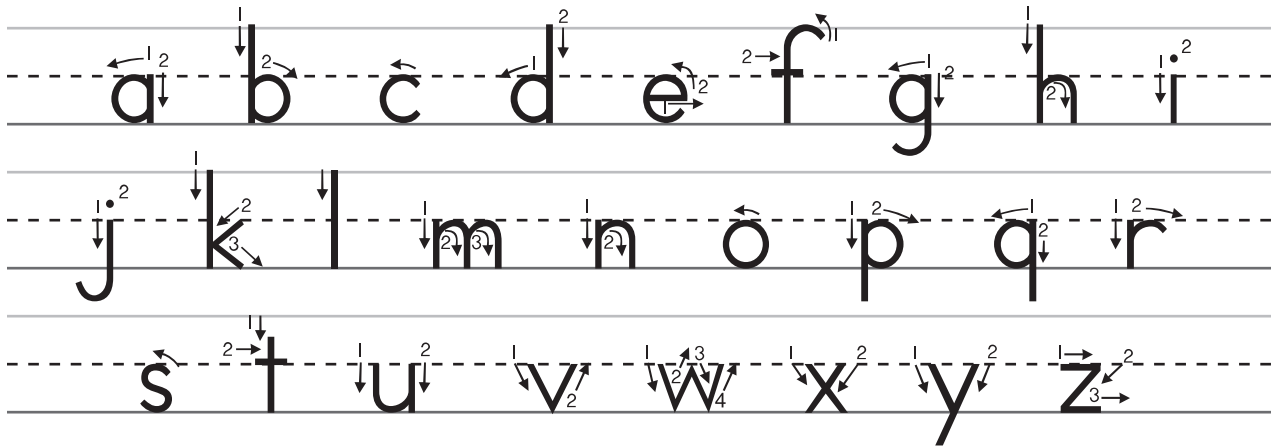
### QUALITATIVE MEASURES

LEVELS OF MEANING	accessible concept (how different animals find appropriate places to hibernate during winter)
STRUCTURE	informational text about different animals and their hibernation habitats presented within the context of a narrative; repeated pattern of events
LANGUAGE CONVENTIONALITY AND CLARITY	topic-specific vocabulary defined in picture boxes; mostly simple sentences
THEME AND KNOWLEDGE DEMANDS	a basic understanding of common animal species and their hibernation habitats

### READER AND TASK SUGGESTIONS

PREPARING TO READ THE TEXT	LEVELED TASKS
Discuss with children how some animals hibernate, or sleep through the winter. Have children offer ideas about why some animals might need to hibernate (too cold, not enough food).	Review the text with children and have them identify each animal the dormouse encounters and its hibernation habitat. Record their responses in a two-column chart. Then discuss as a group how the hibernation habitats are similar and different and why.

# Manuscript Alphabet



# D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10



# Leveled Text: Informational

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers, and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Informational Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in an informational leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

**UNDERSTAND TEXT TYPE AND PURPOSE** Discuss with children the characteristics of informational text (It contains facts about a topic; its purpose is to inform readers; it may contain photographs and other text features to help readers understand the topic). **Ask:** *How can you tell that a book is informational text and not a story?* (The text gives facts rather than tells about characters and events; it might have maps, charts, or other text features that connect to the topic; information might be organized under specific headings that connect to the topic.)

**PREVIEW AND PREDICT** Point to and read aloud with children the title of the selection and key words in the text. Call their attention to important text features, such as headings, photographs, and captions. Flip through the pages together and have children describe what they see in the text and text features. **Ask:** *What topic do you think you will learn about in this informational text?*

**EXPLORE VOCABULARY** Based on the topic children determine from previewing the book, activate their prior knowledge of concept vocabulary. **Say:** *Based on the title and pictures, here are some words we'll want to talk about before we read.* For example, if the book is about communities, you may want to explore words such as *home*, *store*, or *school*.



# During Reading

## Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model the active-reading process as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

**FOCUS ON CONCEPTS OF PRINT** Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

**FOCUS ON PHONICS** Help children decode unfamiliar words in the leveled reader by reviewing a previously taught phonics or word study lesson. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

**FOCUS ON INFORMATIONAL TEXT** Provide a targeted mini-lesson that addresses a specific CCSS informational text standard. Focus standards instruction around these questions:

### What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- find the main topic and retell key details
- describe connections between pieces of information

### How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- identify front/back cover, title, and text features
- describe how author and illustrator present ideas/information

### What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- identify reasons an author gives to support points

# Leveled Text: Informational

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about text and structure must be reinforced as children interact with other types of informational text?

## Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to help children identify the main topic of an informational text, explain that finding the **main topic** means looking at all the sentences in a paragraph or a selection to decide what the text is mostly about.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what the text is about, why an author is writing, and why the information is important. Is the author writing to inform, explain, or persuade? For example, help children understand that the **main topic** of a text helps point them to the most important ideas the author wants to inform readers about.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model finding the **main topic**, pause occasionally after sentences or paragraphs and **say:** *These sentences are mostly about \_\_\_\_\_. I'll read on to see if \_\_\_\_\_ is the main topic of this book.*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about finding the main topic of an informational text, direct children's attention to a text previously read in the unit. Reread the title and a few pages of the book with children. **Ask:** *What did you see and read about on each page of this book? How are these key details alike?* Then ask children to restate the main topic of the book in their own words.

## Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

**PARTNER READ** Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word-study strategy you modeled to decode another challenging word in the text.
- Have the children who are listening point to each word their partners read.

**PARTNER SHARE** Have partners practice using the informational text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- ask a question and use the text to answer it.
- identify a key detail they think supports the main idea.
- use context or picture clues to figure out an unfamiliar word.
- identify a text feature and explain how it helps readers understand the text.
- identify a reason the author gives to support a point.

# Leveled Text: Informational

## After Reading

**THINK ABOUT IT** The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit topic.

Have children focus on the following questions:

- How are the ideas (illustrations, description, etc.) like other books I have read in this unit?
- How are the ideas in this text similar to another book I have read in this unit?
- What new things did I learn about the topic from reading this book?
- What is the most interesting part of this book? Why?

**TALK ABOUT IT** The activities in this section are designed to help children develop their understanding of the unit topic and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This book is like the other texts in this unit because \_\_\_\_\_.
- The ideas in this text are similar to/different from the ideas in \_\_\_\_\_ because \_\_\_\_\_.
- One new thing I learned about the topic from this book is \_\_\_\_\_.
- The most interesting part of this book is \_\_\_\_\_ because \_\_\_\_\_.

**WRITE ABOUT IT** In this section, children demonstrate their understanding of the text and its connection to the unit topic through a brief writing activity. Possible activities might include the following:

**Draw a picture of something important in this book and label it.**

**Write a brief summary.**

This book was about \_\_\_\_\_.

**Answer a question.**

I found the answer to my question about \_\_\_\_\_ by going back to the text and reading that \_\_\_\_\_.

**Find two things that are alike from this book and another book. Then draw and label them.**

**Write a brief comparison or contrast sentence.**

This book was like another book I read because \_\_\_\_\_.

This book was different from another book I read because \_\_\_\_\_.

# Leveled Text: Literary

Use leveled readers in combination with your classroom instruction to help children develop self-extending reading and thinking strategies as they become active, independent readers and writers, and as they deepen their understanding of and engagement with unit themes and topics.

## Before Reading

### Get Ready to Read Literary Text

The activities in this section are designed to help you gauge children's knowledge of the ideas and vocabulary they will encounter in a literary leveled reader and to provide support as needed. You will want to customize text selection and instruction to accommodate your children's needs and motivations as well as the challenges of the text.

**UNDERSTAND TEXT TYPE AND PURPOSE** Discuss with children the characteristics of literary text (It tells a story, or narrative; it often has illustrations that show characters, settings, or events). **Ask:** [How can you tell that a book is literary text and not informational text?](#) (The selection tells about characters and events; it has a setting, plot or problem, and a resolution or solution; it often contains a message about life the author wants to share.)

**PREVIEW AND PREDICT** Point to and read aloud with children the title of the leveled reader. Call children's attention to key words in the story. Flip through the pages together and have them point to and describe what they see in the illustrations. **Ask:** [What do you think this story will be about?](#)

**EXPLORE VOCABULARY** Work with students to understand the literary language of the text, such as words relating to character, setting, plot, and theme. **Say:** [Here are some words we'll want to talk about before we read.](#) Choose words that will ultimately help students uncover the theme or message in the text.

# During Reading

## Access Text

The activities in this section are designed to help you provide targeted instructional support before children read and to help you model active reading strategies as you engage with children in a preliminary reading of the text. Choose activities that are appropriate for your children and the text.

**FOCUS ON CONCEPTS OF PRINT** Point to and read aloud the title and the name of the author and/or illustrator. **Ask:** *What does the author of a text do?* (write the words) *What does the illustrator do?* (draw the pictures) Remind children that you will read from top to bottom and from left to right.

**FOCUS ON PHONICS** Help children decode unfamiliar words in the leveled reader by reviewing a previously taught vocabulary strategy. For example, review vowel and consonant sounds, or ask children to locate word patterns they already know. Focus on a vowel team, a word family, or a compound word. Model how to decode a specific word in the leveled reader.

**FOCUS ON LITERARY TEXT** Provide a targeted mini-lesson that addresses a specific CCSS literary text standard. Focus standards instruction around these questions:

### What does the text say? (Key Ideas and Details)

- ask and answer questions about key details
- retell key details
- identify characters, settings, and major events

### How does the text say it? (Craft and Structure)

- ask and answer questions about unfamiliar words
- recognize common types of literary texts (storybooks, poems, etc.)
- name the author and illustrator; define the role of each

### What does the text mean? (Integration of Knowledge and Ideas)

- identify relationships between illustrations and text
- compare and contrast characters and events

# Leveled Text: Literary

Consider the following questions when determining the lesson focus:

- Which aspect of this leveled reader will be most challenging to children?
- Which aspect of this leveled reader must children understand in order to understand the text as a whole?
- Which reading strategies will help children internalize the process of reading actively?
- Which understandings about narratives must be reinforced as children interact with other types of literary text?

## Mini-Lesson

- 1. FOCUS ON A GOAL.** Choose an instructional goal that best helps children understand the text. For example, to analyze **character**, explain that the characters in a story perform the action. We know what they are like from what they say and do and from what others say about them.
- 2. FOCUS ON WHY IT MATTERS.** Explain that active readers explore a selection closely to understand what happens in a story, why a character behaves in a certain way, and what message or observation about life the author wants to share. For example, if a **character** changes his or her behavior after losing a valued friend, the author may want readers to understand that friends are more important than possessions.
- 3. FOCUS ON MODELING.** Read the leveled reader for the first time aloud as children follow along in their books. Have children point to each word in their books as you read. Model the mini-lesson focus. For example, to model identifying the **main character** and **story problem**, **ask:** *Whom is this story about? What problem or difficulty does this person face?*
- 4. FOCUS ON SUPPORT.** Provide an activity that will reinforce the instructional goal. For example, in a mini-lesson about the **main character** in a story, direct children's attention to a text previously read in the unit. Reread a few pages of the book with children. **Ask:** *Who in this story is facing a problem? What details does the author give about this character? What does the character say and do? What do others say about this character? How do you know?* Then ask children to describe the main character and story problem in their own words.

## Close Read

The activities in this section are designed to help children become more successful independent readers by first working in comfortable partnerships. Choose activities that are appropriate for your children and the text. As children progress, you may decide to have them engage in these activities independently.

**PARTNER LISTEN** Have children listen to a recording of the leveled reader and point to each word in the text as it is read aloud. Ask partners to help each other hold the book correctly and follow the words from top to bottom and from left to right.

**PARTNER READ** Have children take turns reading the leveled reader aloud to their partners.

- Remind children to begin by pointing to and/or reading aloud the title and the names of the author and/or illustrator.
- Encourage children to use the phonics or word study strategy you reviewed as a class to decode another challenging word in the text.
- Have the children who are listening point to each word as their partners read.

**PARTNER SHARE** Have partners practice using the literary text mini-lesson focus to interact with the leveled reader more closely. Ask them to work together to

- identify character and setting.
- ask and answer questions about the story.
- retell plot events and key details in the story.
- ask and answer questions about unfamiliar words.
- identify relationships between illustrations and text.
- compare and contrast characters and events.



# Leveled Text: Literary

## After Reading

**THINK ABOUT IT** The activities in this section are designed to help children consider how the leveled reader enhances their understanding of the unit theme. Have children focus on the following questions:

- How is the story like other books I have read in this unit?
- What new things did I learn about the unit theme from reading this book?
- What is my favorite part of the book? Why?

**TALK ABOUT IT** The activities in this section are designed to help children develop their understanding of the unit theme and enhance their listening and speaking skills by engaging in a group discussion. Give children sentence frames to help them express their ideas in a group setting:

- This story is like the other texts in this unit because \_\_\_\_\_.
- The message in this story is similar to/different from the message in \_\_\_\_\_ because \_\_\_\_\_.
- One new thing I learned about [state unit theme] from this book is \_\_\_\_\_.
- My favorite part of the book is \_\_\_\_\_. I like it because \_\_\_\_\_.

**WRITE ABOUT IT** In this section, children demonstrate their understanding of the text and its connection to the unit theme through a brief writing activity. Possible activities might include the following:

**Draw a picture of something you liked in this book, and label it.**

**Write a brief summary.**

This book was about \_\_\_\_\_.

**Answer a question.**

I found the answer to my question about \_\_\_\_\_ by going back to the text and reading that \_\_\_\_\_.

**Find two things that are alike from this book and another book. Then draw and label them.**

**Write a brief comparison or contrast sentence.**

This book was like another book I read because \_\_\_\_\_.

This book was different from another book I read because \_\_\_\_\_.

# Acknowledgments

**Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)**

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